Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program

CFDA Number: 84.394

U.S. Department of Education

Washington, D.C. 20202

OMB Number: 1810-0695
Expiration Date: 05/31/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, 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 estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

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January 11, 2010

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative *(Part 1 of the Application).*
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data *(Part 2A of the Application).*
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements *(Part 2B of the Application).*
- The State's status with regard to collection, public reporting and other information related to the indictors and descriptors in the following education reform assurance areas:

  (a) achieving equity in teacher distribution;
  (b) improving collection and use of data;
  (c) standards and assessments; and
  (d) supporting struggling schools *(Part 3A of the Application).*

- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors *(Part 3B of the Application).*
- Complete responses to the questions in the General Requirements section *(Part 3C of the Application).*

Montana State Fiscal Stabilization Application - Phase 2
January 11, 2010

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): **Brian Schweitzer**	Applicant's Mailing Address: **Office of the Governor** **PO Box 20801** **Helena, MT 59620-0801**

State Contact for the Education Stabilization Fund

Name:	**David Ewer**
Position and Office:	**State of Montana Budget Director**
Contact's Mailing Address:	**Office of Budget and Program Planning** **PO Box 20802** **Helena, MT 59620-0802**
Telephone:	**(406) 444-3698**
Fax:	**(406) 444-4670**
E-mail address:	**dewer@MT.Gov**

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name): **David Ewer**	Telephone: **(406) 444-3698**
Signature of Governor or Authorized Representative of the Governor: X David Ewer	Date: 1/11/2010

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name): **Denise Juneau**	Telephone: **(406) 444-5658**
Signature of the Chief State School Officer: X Denise Juneau	Date: 1/11/10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.[1]
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

[1] Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

FY 2006 $_518,014,833[(1)**] (Actual)[***]______________

FY 2009 $_627,765,407[(2)**] (Actual)[***]______________

FY 2010* $_608,967,557[(3)**] (Appropriated)[***]________

FY 2011* $_611,015,980[(4)**] (Appropriated)[***]________

(* Provide data to the extent that data are currently available.)

1. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006 $_131,297,110[(5)**] (Actual)[***]______________

FY 2009 $_162,251,071[(6)**] (Actual)[***]______________

FY 2010* $_132,762,756[(7)**] (Appropriated)[***]________

FY 2011* $_132,762,756[(8)**] (Appropriated)[***]________

(* Provide data to the extent that data are currently available.)
(**Tie to data reported on the SFSF Stabilization Application Funding Summaries attached.)
(***Terms defined in Appendix B-1)

2. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- ☒ for elementary and secondary education.
- ☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): **David Ewer**	
Signature: David Ewer	Date: 1/11/2010

<u>If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:</u>

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- ☐ has already submitted a MOE Waiver Request to the US Department of Education.
- ☐ is submitting a MOE Waiver Request with this application package.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:[5] http://www.opi.mt.gov/ReportCard/index.html.

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1]☒ Yes, the information is correct.

[2]☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4]☒ The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5] http://opi.mt.gov/Accred/HQT.html

[6]☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8]☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	**Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.**

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

8 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

9 ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:10 Click here to enter text.

11 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public: 12 Click here to enter text.

13 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

14 ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available: 3 Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	**Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.**

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
Provide the State website where the most recently updated data are provided by the State to the public:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

1 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	**Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.**

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

1 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3 Click here to enter text.

4 ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	**Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education**,** including whether students enroll in remedial coursework?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	**Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	**Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	**Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.**

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5] http://www.opi.mt.gov/PDF/Assessment/MontCAS/MontCAS-Overview.pdf

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public: [5] http://www.opi.mt.gov/PDF/Assessment/MontCAS/MontCAS-Overview.pdf

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	**Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.**

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] http://www.opi.mt.gov/PDF/Assessment/MontCAS/MontCAS-Overview.pdf

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☒ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] Click here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
  [11] Click here to enter text.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[13] http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf

[14] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	**Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.**

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☒ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] Click here to enter text.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5] http://www.opi.mt.gov/PDF/Assessment/MontCAS/MontCAS-Overview.pdf

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	**Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.**

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13] http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf

[14] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☒ Yes, the State Report Card includes this information.

☐ No, the State Report Card does not include this information.

- ➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://www.opi.mt.gov/ReportCard/index.html

Indicator (c)(10)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:3 Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:5 Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

7 ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will <u>develop and implement</u> the means to collect and publicly report the data (i.e., the State <u>will</u> collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will <u>develop but not implement</u> the means to collect and publicly report the data (i.e., the State <u>will not</u> collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

[5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	**Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**	Race to the Top

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

1 ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the definition here:[2] Click here to enter text.

If Yes, please respond (check one):

3 ☐ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4] Click here to enter text.

5 ☒ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

6 ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3 Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	**Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**	Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5)	**Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) **Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Race to the Top

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

6 ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.	Race to the Top

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8)	**Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
  [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[5]
  http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
  [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	**Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3
http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	**Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.**

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://opi.mt.gov/PDF/Supt/Fed_Stimulus/Assurance_Indicators_Descriptors.pdf

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements

and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
(C) Provide the overall budget for the development, execution, and oversight of the plan.
(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	**Collection (check if applies)**	**Public Reporting (check if applies)**
Descriptor (a) (1)	X	X
Indicator (a) (3)	X	X
Indicator (a) (4)	X	X
Indicator (a) (5)	X	X
Descriptor (a) (2)	X	X
Indicator (a) (6)	X	X
Indicator (a) (7)	X	X
Indicator (c) (4)	X	X
Indicator (c) (6)	X	X
Indicator (c) (10)	X	X
Indicator (c) (11)	X	X
Indicator (c) (12)	X	X
Indicator (d) (1)		X
Indicator (d) (2)		X
Descriptor (d) (1)		X
Indicator (d) (3)		X
Indicator (d) (4)		X
Indicator (d) (5)		X
Indicator (d) (6)		X

INDICATOR (b)(1)

<u>Plan Instructions</u>

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1),** please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		X
2		X
3		X
4	X	
5		X
6		X
7		X
8	X	
9	X	
10	X	
11	X	
12	X	

INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	**Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).**	**Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).**
Indicator (c)(11)		X
Indicator (c)(12)		X

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

> **(1)** Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

The OPI will set a schedule for a quarterly review of the indicators and descriptors to ensure that the plans, indicators, and descriptors posted on the OPI web site are current. The review will be led by the Chief of Staff, the State Assessment Director and the Title I director. These individuals will work with staff within OPI divisions to ensure that the reports are current, consistent and valid. A quarterly update will be provided to the OPI Cabinet at the time of the posting of plan updates.

The new data collections that are required by the SFSF application will be incorporated into the data collection plans for the state education agency and local education agencies. Throughout this application, the OPI has proposed to incorporate any new collections (required by the application) in existing data collection tools, teams, and schedules.

For policy discussions that involve education partners outside of the OPI, the state education agency will introduce the policy issues to its partners and propose a timeline for resolving the policy issues.

> **(2)** Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

The OPI will comply with its Student Records Confidentiality policy, which is posted on the OPI web site at
http://www.opi.mt.gov/pub/AIM/AIM%20Policies/Student_record_confidentiality%20Policy.pdf

The OPI policy includes a requirement that
No cells of data that contain fewer than 10 students in a group will be publicly reported or released and must be suppressed to protect the identity of the student. The exceptions to this policy are enrollment counts disaggregated by grade level, and/or gender; which are reportable down to one. The OPI will suppress data in the form of percentages when the percents are 0 or 100 for any student demographic categories with the exception of reports required under the State Accountability Workbook under NCLB. At the present time, this includes the following indicators: graduation, attendance, participation rates, and proficiency levels.

Any given numeric or non-numeric characteristic, variable values, or data element shared by fewer than 10 students in individual or aggregate (e.g., school, district, state) data sets or reports may contain potentially confidential student information. Even non-confidential student information may be confidential when combined with other data elements. Further examples of suppressed and non-suppressed data can be found on the OPI Data Tiers document (Exhibit 9).

The OPI will report student counts to the U.S Department of Education and other federal agencies as required by federal laws and regulations governing education grant programs. The OPI will not suppress data reported to federal agencies. These federal agencies are subject to FERPA policy and regulations regarding the disclosure of confidential student information.

APPENDICES

Montana State Fiscal Stabilization Application - Phase 2
January 11, 2010

APPENDIX A

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

II. ASSURANCES (a), (c), AND (d)

Assurance (a) Achieving Equity in Teacher Distribution – Indicators

State Plan Instructions: *For each assurance indicator or descriptor under education reform areas* ***(a), (c), and (d)*** *for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicators: a3 a4 a5 a6 a7
- Descriptor: a1 a2

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
Design a survey tool for school districts to describe the systems used to evaluate the performance of teachers and principals and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	January 2010
Collect input from stakeholders (school administrators and teachers union) on the design of the data collection tool.	January 2010
Notify school districts of the survey tool and the data elements that will be collected through the survey tool.	February 2010
Survey school districts through the SEA's Annual Data Collection to describe the systems used to evaluate the performance of teachers and principals. The survey tool will gather the information needed to respond to SFSF Descriptors (a)(1) and (a)(2) and Indicators (a)(3), (a)(4), (a)(5), (a)(6) and (a)(7).	October 2010
Compile survey responses from school systems	November 2010
Finalize format for posting Descriptors and Indicators for every school district.	November 2010
Post descriptors and indicators for every school district.	December 2010

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

The Office of Public Instruction does not face any statutory requirements, prohibitions or policies that may prevent it from developing and implementing the data collection described in this plan.

The Constitution of the State of Montana, Article X, Section 8 states "The supervision and control of schools in each school district shall be vested in a board of trustees to be elected as provided by law." Under this provision, the policies and practices related to hiring, firing and evaluation of school personnel are the purview of the local school district.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

The Office of Public Instruction will post a schedule of its data collection dates for each school year. The data collection schedule for the 2010-11 school year will be posted by July 1, 2010. A blank form of the survey tool will be posted on the OPI website in August 2010. The survey results from the Annual Data Collection for 2010-11 will be posted in December 2010. Schools will be asked to report this data once each year.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

This project is expected to take 100 hours of programming time for building and testing. The design of the data collection and processes (communication, training, and quality control) will be incorporated into the work of the OPI Annual Data Collection team. The team includes a combination of individuals who are paid from state general fund dollars and from federal education program dollars. No new funds have been identified for this project.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Annual Data Collection team at the Office of Public Instruction will be responsible for implementing the survey. This team oversees the collection of non-fiscal data from school districts each fall.

The Superintendent of Public Instruction has designated a Data Governance Council as part of her strategic directions. This council sets priorities for the SEA's information systems development. The council will include the development of this survey in its action plan and will receive status reports on the development of the Annual Data Collection report forms, including the survey described in this plan.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The OPI will solicit comments and advice from school administrators in the development of the survey tool used to gather the information from school systems about their teacher and principal evaluation processes. The SEA is likely to ask districts to categorize their evaluation tools in addition to asking for a description.

The OPI provides training and technical assistance to school districts for completion of the Annual Data Collection. Training and technical assistance specific to this survey will be incorporated into the overall training program.

(C) *Provide the overall budget for the development, execution, and oversight of the plan.*

This project is expected to take 100 hours of programming time for building and testing. The design of the data collection and processes (communication, training, and quality control) will be incorporated into the work of the OPI Annual Data Collection team. The team includes a combination of individuals who are paid from state general fund dollars and from federal education program dollars. No new funds have been identified for this project.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The Office of Public Instruction will post a schedule of its data collection dates for each school year. The data collection schedule for the 2010-11 school year will be posted by July 1, 2010. A blank form of the survey tool will be posted on the OPI website in August 2010. The survey results from the Annual Data Collection for 2010-11 will be posted in December 2010. Schools will only be asked to report this data once each year.

The OPI home page includes a link to "Recovery Act News." This site will be expanded to include the information that is required to be posted under SFSF, Phase 2.

Assurance (b) Improving Collection and Use of Data – Indicators

III. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator ***(b)(1),*** *please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:*

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
Submit an application to the US Department of Education for an IES Statewide Longitudinal Data System grant to address five of the twelve elements in the America COMPETES act that the state has not yet completed.	December 2009
Develop a webpage on the OPI web site to post reports on the state's progress in implementing the 12 COMPETES elements.	June 2010
Complete a project that is underway at the OPI to rewrite and enhance the agency's system for managing data related to teacher preparation, educator licensure, school personnel assignments, and teacher compensation. This project will include the assignment of a unique teacher identifier that is different from the educator folio number that is currently assigned to every licensed educator in Montana. Relates to element 8.	Teacher identifiers will be assigned by July 1, 2011.
If the State of Montana is awarded the $8.7 million it requested in its IES grant application, COMPETES elements 4, 9, 10, 11 and 12 will be completed by June 30, 2013.	June 30, 2013

- *Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

If the Office of Public Instruction (OPI) is awarded the IES grant application, COMPETES elements 4, 9, 10, 11 and 12 will be completed by June 30, 2013. The grant period is expected to begin July 1, 2010 and end June 30, 2013. It is not reasonable to expect that the grant project could be completed in 15 months (i.e., by September 30, 2011).

If Montana is not awarded an IES grant or if IES funding is provided for less than the full project, the OPI will not be able to implement all five elements indicated above. Given the state's current fiscal condition and competing priorities for funding, it is unlikely that state funding will be provided by the Montana legislature to build the enhancements needed to implement the five remaining elements. If no new federal or state funding is provided for the P-20 longitudinal data systems, the five remaining elements will not be implemented in the next 3 years.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and*

The OPI will create a web page where it provides quarterly status reports to the public on the state's progress in meeting the 12 elements of the America COMPETES act. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act. The first report was provided to the Legislative Fiscal Division in November 2009 and presented to the Legislative Finance Committee in December 2009. The December report is posted at: http://www.leg.mt.gov/css/fiscal/PM_Agency.asp
The next report to the Legislative Finance Committee will be presented in June 2010.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

The state expects to use federal IES grant funds to implement the remaining five COMPETES elements. In the grant application which the OPI submitted in December 2009, the OPI requested $8.7 million to build a P-20 longitudinal data system which will implement the five remaining COMPETES elements.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Office of Public Instruction is the lead agency responsible for the development of the plan for achieving Indicator (b)(1). The Office of the Commissioner of Higher Education, the Department of Public Health and Human Services, and the Department of Labor and Industry collaborated with the OPI in applying for the IES longitudinal data system grant (December 2009). The OPI and its partners can meet the indicators and execute the plan for Indicator (b)(1) by 2013 if the state is awarded the grant funding. The OPI and its partners lack the capacity to execute the plan if IES funding is not provided.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The Office of the Commissioner of Higher Education, the Department of Public Health and Human Services, and the Department of Labor and Industry collaborated with the OPI in applying for the IES longitudinal data system grant (December 2009). If this grant is awarded to Montana, these agencies will support the development, execution and oversight of the plan.

(C) *Provide the overall budget for the development, execution, and oversight of the plan; and*

The OPI requested $8.7 million for a three year period. The budget request, including a detailed budget narrative, is provided in the grant application submitted to USED.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The OPI will post quarterly reports on its website on the state's progress in implementing the 12 COMPETES elements. This reporting mechanism will be in place by June 2010.

Plan Element Verification: *Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:*

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		X
2		X
3		X
4	X	
5		X
6		X
7		X
8	X	
9	X	
10	X	
11	X	
12	X	

State Plan for Montana – Indicators b(2) and b(3)

IV. INDICATOR (b)(2)
V. INDICATOR (b)(3)

State Plan Instructions: *For each assurance indicator or descriptor under education reform areas* ***(a), (c), and (d)*** *for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicators: b2 b3

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- o *The milestones that the State establishes toward developing and implementing those means;*
- o *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
Survey test coordinators in school systems to capture information on the use of the Montana Analysis and Reporting System (MARS) tools and any barriers to usage of the tools	May 2010
Based on survey responses, develop a plan for promoting the expanded use of the MARS tools	June 2010
Research the education literature on defining and measuring individual teacher impact on student achievement.	June 2010
Identify and convene educators to participate in discussions to define and measure individual teacher impact on student achievement.	August 2010
Involve the state Board of Public Education (BPE) in the discussion of individual teacher impact on student achievement, using the BPE meetings as a public forum for gathering input	On-going
Promote the state's goal to provide student growth data to classroom teachers through OPI communication tools, including training sessions and conferences	On-going
Drawing on the expertise of school personnel who are making extensive use of the MARS tools, design query tools, data export tools, and guidance to share with all school systems	December 2010

Current Status:

Montana's testing contractor, Measured Progress, Inc, provides software to school districts to review and analyze student achievement data. The Montana Analysis and Reporting System (MARS) is a web-based reporting system which supports the interactive disaggregation of data into subgroups of students and/or test items; provides tabular and graphic displays of results; and permits users to export data in a variety of formats. The OPI provides a user name and password to the test coordinator in each of Montana's 317 public school systems and state-funded schools. The test coordinator manages accounts within MARS for school principals and any other individuals in the school system that are given access to student assessment results. The district is able to set up accounts for every teacher in the school through the MARS system and assign students to teachers for reporting and analysis purposes.

Users of the MARS system are able to filter information based on grade levels, content areas (reading, mathematics, and science), student subgroups and other student demographic information. The system also provides for item analysis and performance level summaries. The longitudinal data feature allows a user to see a student's scores and proficiency levels in prior years (given the student participated in the statewide student assessment).

The MARS system provides robust functionality for principals and teachers to review student assessment results. The MARS software allows local school systems to provide student growth data to teachers on their current students and students they taught in the previous year. However, the OPI has concerns that the reporting and analysis tools are under-utilized either because of lack of time or training by school personnel. While the OPI provides training in a number of formats for school districts (training manuals, webinars, on-site training), at the state level, the OPI does not know the extent to which the MARS tools are used by educators.

The MARS system allows for the export of data to PDF and Excel formats. Some school districts have made extensive use of these export features to prepare reports for teachers and teams of teachers. These districts have also provided sessions at the annual OPI Assessment Conference to share best practices with educators from other school districts.

Expanding the Usage of MARS
In order to gauge the current usage of the MARS tool, the OPI will need to survey test coordinators about how the MARS tool is used in the school system and by whom. Based on the survey responses, the OPI will develop a plan to expand the usage of the tool by school principals and classroom teachers. Between now and September 30, 2011, the OPI will focus its efforts on making better use of the existing tools to provide assessment data to teachers about their students. Over the longer term, the State will evaluate its options for how to provide principals and teachers with access to the student growth data and reports of individual teacher impact. The OPI has an IES longitudinal data systems grant to design and implement a K-12 education data warehouse. The warehouse, once implemented, will provide the state with greater options for making query and analysis tools available to school personnel.

Defining Individual Teacher Impact
The first step in designing a method for reporting individual teacher impact is for the OPI to arrive at a definition or measure of individual teacher impact. To date, Montana has not engaged in such a substantial discussion about value-added models of teacher effectiveness. In January 2010, the OPI will begin by researching the educational literature on this substantial and important topic.

The OPI will then propose the definition and measurement of individual teacher impact. It is likely that the policies related to measuring individual teacher impact will need to be incorporated into state administrative rules.

The technology to provide teachers with reports of individual teacher impact, once a definition and a method for calculating teacher impact is determined, can be built by drawing on the capabilities of MARS and the Montana K-12 education data warehouse. The data warehouse implementation is scheduled for completion by June 30, 2013. At that point, the OPI will have the tools in place to calculate and report on individual teacher impact.

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

The Office of Public Instruction does not face any statutory requirements, prohibitions or policies that may prevent it from developing and implementing this plan. However, the adoption of a definition and measure of individual teacher impact will involve a number of stakeholders, including the Board of Public Education, which has constitutional authority for the general supervision of schools. The process outlined in this plan will be contingent on the collaboration toward and acceptance of shared goals among the stakeholders.

The OPI has limited resources to provide training in the use of the MARS reporting and analysis tool. The State will need to make efficient use of electronic resources to provide training and promote the use of the MARS tools.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

The OPI has created a web page where it provides quarterly status reports to the public on the state's progress in meeting the State Fiscal Stabilization Fund program's indicators. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act. The first report was provided to the Legislative Fiscal Division in November 2009 and presented to the Legislative Finance Committee in December 2009. The December report is posted at: http://www.leg.mt.gov/css/fiscal/PM_Agency.asp.

The state assessment office distributes a monthly electronic newsletter to testing coordinators and other interested parties. The *JUMP* newsletter will be used to promote 1) the greater usage of the MARS tools, 2) the state's goal of providing student growth data to teachers, and 3) the dialogue around defining and measuring individual teacher impact.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

The State uses the federal assessment grant funds to provide training to school personnel on use of the MARS tools. The federal funding pays for staff positions and for travel and materials. Some state general fund dollars also support these efforts by funding the State Assessment Director's position. No new funds have been identified for this project.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development,* *execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Office of Public Instruction is responsible for the development, execution and oversight of this plan. The existing capacity is described above under Current Status.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

It will be critical to involve Montana's K-12 education partners in the discussion and determination of individual teacher impact. It is likely that Montana will seek technical assistance from other states and the education research community about how to measure individual teacher impact.

(C) *Provide the overall budget for the development, execution, and oversight of the plan.*

No new funds have been identified for this project.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The OPI home page includes a link to "Recovery Act News," where the agency provides quarterly status reports to the public on the state's progress in meeting the State Fiscal Stabilization Fund program's indicators. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act.

State Plan for Montana –Indicators (c)(4) and (c)(6)

State Plan Instructions: *For each assurance indicator or descriptor under education reform areas **(a), (c), and (d)** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicator: c4 c6

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
OPI Measurement and Accountability staff compile assessment data for use in this study	January 2010
OPI assessment director develops study plan	February 2010
Analysis is conducted	February – July 2010
Preliminary findings presented to the Technical Advisory Committee (TAC)	August 2010
TAC recommendations incorporated into study	October 2010
Final report released	December 2010
Results presented at OPI Assessment Conference	January 2011

Current Status

The OPI conducts special education compliance monitoring visits that include IEP and file reviews and interviews with teachers and administrators. Supplementary aides and services (accommodations) are reviewed, as part of that process, as to appropriateness and implementation. Accommodations for testing and for instruction are listed separately in the IEP. During the state monitoring visits, the lists are compared for matches. The review team provides recommendations to insure that the two lists match. Schools districts in Montana are monitored on a five-year cycle, and residential facilities that provide special education services are monitored on a three-year cycle. Districts must sign assurances that they comply with all parts of IDEA including testing and accommodations.

The OPI provides ongoing training and training materials to school districts. The accommodations manual is updated yearly and posted online. Hard copies are sent to each school and school system. The *Spring 2010 CRT Accommodation Manual* is posted at http://www.opi.mt.gov/pdf/Assessment/CRT/TA/10AccommodManual.pdf

The manual includes guidance on the parameters for using standard and nonstandard accommodations. Nonstandard accommodations are not allowed under any circumstances for the general student population. When nonstandard accommodations are used for Students with IEP's or 504 Plans or limited English proficient students, the student's results for the content area in which the nonstandard accommodation is used are not included in the calculations of Annual Measurable Objectives for AYP purposes. The student is also considered a non-participant for the AYP participation rate. (For more explanation, see pages 7 and 16 in the *2010 CRT Accommodations Manual*.)

In the manual, accommodations are keyed with recommendations for their use for students with disabilities and limited English proficient students. A double ** indicates accommodations most appropriate for use with students who have an IEP or 504 plan. A single * indicates accommodations suggested as appropriate for students with limited English proficiency. (For more detail, see pages 12-15 in the *2010 CRT Accommodations Manual*.)

The OPI sends CDs containing Power Point presentations for test administrator training to each school and school system.

At the annual OPI Assessment Conference, multiple sessions on accommodations are offered. The program shows the sessions on accommodations. The link to the program for the 2009 assessment conference is: http://www.opi.mt.gov/PUB/PDF/Assessment/conf/09Agenda.pdf. The Power Point presentation used at the conference is posted online:
http://www.opi.mt.gov/pdf/assessment/conf/Presentations/09Accommodations_KRichem.pdf

Appropriateness and Effectiveness of Accommodations
The OPI is conducting studies to determine the appropriateness of accommodations and the impact on test scores for both students with disabilities and limited English proficient students. OPI's Measurement and Accountability division staff will compile the data for the analysis. These studies will be conducted by the State Assessment office and will include an analysis of the use of specific accommodations by content area and by student subgroup. This information will be shared with test coordinators as OPI continues to provide training on the use of accommodations for instruction and assessment. The OPI expects to complete these studies by December 2010 for presentation at the 2011 OPI Assessment Conference.

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

The OPI does not face any statutory requirements, prohibitions or policies that may prevent it from conducting the analysis described in this plan. This project has been incorporated into the work plans of existing agency staff.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

The OPI has created a web page where it provides quarterly status reports to the public on the state's progress in meeting the SFSF program's Indicators and Descriptors. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act. The first report was provided to the Legislative Fiscal Division in November 2009 and presented to the Legislative Finance Committee in December 2009. The December report is posted at: http://www.leg.mt.gov/css/fiscal/PM_Agency.asp. The next report to the Legislative Finance Committee will be presented in June 2010.

The state assessment office distributes a monthly electronic newsletter to testing coordinators and other interested parties. The *JUMP* newsletter will include progress reports on the accommodation studies.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

The OPI staff members who conduct the analysis of the appropriateness and effectiveness are paid from the existing federal assessment grant and from state general fund monies. No new funds have been identified for this project.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Office of Public Instruction is responsible for the development, execution, and oversight of the plan. The effort will be led by the State Assessment Director with support from specialists in the Special Education division and the research and analysis managers in the Measurement and Accountability division. The project is within the capacity of the agency to perform. The OPI will solicit input and recommendations from the technical advisory committee for the statewide student assessment.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The technical advisory committee for the statewide student assessment will provide technical support. In addition, the state assessment director will consult with psychometricians on the design of the study.

(C) *Provide the overall budget for the development, execution, and oversight of the plan.*

No new funds have been identified for this project. The staff who work on the project are paid from the federal assessment grant and state general fund dollars.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The OPI has created a web page where it provides quarterly status reports to the public on the state's progress in meeting the SFSF program's Indicators and Descriptors. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act.

State Plan for Montana –Indicator (c)(10)

State Plan Instructions: *For each assurance indicator or descriptor under education reform areas **(a), (c), and (d)** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicator: c10
  Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
Submit amendments to the USED for Montana's State Accountability Workbook regarding transitional graduation rate	January 2010
U.S. Department of Education's peer review of Montana's graduation rate	First six months of 2010
Collection of student graduation data for the students assigned to a 9^{th} grade cohort in 2007-2008	October 2011
Reporting of graduation data using four-year adjusted cohort graduation rate	March 2012

Current Status:
The Office of Public Instruction collects graduation information from its student information system, AIM-Achievement in Montana. The OPI assigns students to a graduation cohort at the beginning of 9^{th} grade. The state will be able to report a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i) for the cohort of students who entered 9^{th} grade in 2007-08 and will graduate in 2010-2011. The state will use its transitional graduation rate until 2010-2011. The OPI submitted its amendments to the U.S. Department of Education for the State Accountability Workbook in January 2010 for the transitional graduation rate that the state will until it is able to report the four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

None. The OPI is on-target for reporting the four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i) in 2011.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

The OPI has created a web page where it provides quarterly status reports to the public on the state's progress in meeting the State Fiscal Stabilization Fund program's indicators. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

This plan is built into the existing work plans of the OPI and does not require additional resources to implement.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The OPI is responsible for the development, execution, and oversight of the plan. The institutional infrastructure exists within the Measurement and Accountability division of the OPI.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The OPI participates in both the National Forum on Education Statistics (sponsored by the USED) and the Education Information Management Advisory Consortium (sponsored by the Council of Chief State School Officers-CCSSO). Through these networks, the OPI is able to consult the USED, CCSSO and colleagues in other state agencies regarding design and implementation issues surrounding the implementation of the four-year adjusted cohort graduation rate.

(C) *Provide the overall budget for the development, execution, and oversight of the plan.*

No additional resources have been identified for this project.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The OPI has created a web page where it provides quarterly status reports to the public on the state's progress in meeting the State Fiscal Stabilization Fund program's indicators. In addition, the OPI will be providing semi-annual reports to the interim Legislative Finance Committee on its progress in meeting the four assurances under the American Recovery and Reinvestment Act.

State Plan for Montana –Indicator (c)(11) and (c)(12)

V. INDICATORS (c)(11) AND (c)(12)

State Plan Instructions: *For each of Indicators (c)(11) and (c)(12) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicator: c11
  Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma. (State, district, and school (by subgroup)

(3) *The process and timeline for* <u>*achieving the ability*</u> *to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:*

While Montana does have the capability to track high school graduates into the Montana University System (MUS) by district and school, it has not established the ability to track graduating cohorts into postsecondary education by subgroup. There is a plan to develop these data that calls for linking K-12's state-wide data repository (the database that contains the subgroup information for all high school graduates) to higher education's data warehouse. In order to establish this linkage a key data element (K-12's unique state-wide student identifier) must follow students into the higher education system. Currently, Montana's State-wide Longitudinal Data System grant proposal addresses this issue by establishing a K-12 electronic transcript repository that will enable higher education to upload critical data elements (including the unique identifier) into its data system. The University System is also actively working to collect and store high school student identifiers by directly entering the IDs into their data system from students' transcripts.

- *The milestones established toward developing those means;*
- *The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

Milestone	Completion Date
Establish a means to collect and store high school student identifiers in MUS data system	March 1, 2010
Extract entering Montana high school students' records from MUS data system (along with unique high school student identifiers) and match to K-12 unit-record level data to obtain subgroup information	December 1, 2010
Produce Montana High School Student Follow-up Report, including subgroup information (current report – without subgroups – is located at: http://mus.edu/data/HS_follow-up.asp)	February 1, 2011

<u>Current Status:</u>
For each entering cohort of students, data matches and reports will be generated annually. The initial report will be generated for 2009-10 entering students by February 1, 2011. This report will depict the number and percentage of students that enter in the Fall semester immediately following high school graduation by district, school, and subgroup. One year later, a report on this same cohort will be regenerated in order to capture the number and percentage that entered the MUS within 16 months of receiving a high school diploma.

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*
- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*
- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

A primary obstacle for higher education is the completion of the required software upgrades needed in order to capture and store the unique high school student identifier. Funding for these upgrades are supported by general operating budgets derived from state appropriations and student tuition. This project is integrated into the existing job responsibilities of IT staff and does not require a direct appropriation.

(4) *A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.*

An existing report (The Montana High School Follow-up Report) that tracks the number and percentage of Montana high school students entering the Montana University System will be modified to include the appropriate subgroups and provided to the Department of Education as evidence. The current report is found at: http://mus.edu/data/HS_follow-up.asp

Furthermore, the plan must satisfy the following general requirements:

(A) *Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The agencies in Montana responsible for the development, execution, and oversight of the plan are the Montana University System - Office of the Commissioner of Higher Education, and the Montana K-12, Office of Public Instruction.

(B) *Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

Technical support and assistance for the plan comes from Montana University System - Office of the Commissioner of Higher Education, and the Montana K-12, Office of Public Instruction.

(C) *Provide the overall budget for the development, execution, and oversight of the plan; and*

If Montana receives funding for the SLDS grant it will use a portion of its $8.7 million request to integrate critical high school transcript data elements (including the unique high student identifiers) into the Montana University System's data system. The alternative process (directly entering identifiers into the system from high school transcripts) is integrated into existing staff responsibilities and does not require additional funding.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The State will provide progress reports and a complete dataset on the Montana University System website. The majority of the data is already made available in the Montana High School Follow-up Report, located at: http://mus.edu/data/HS_follow-up.asp. This plan calls for adding "sub-groups" to that report.

State Plan for Montana –Indicator (c)(12)

V. INDICATORS (c)(11) AND (c)(12)

State Plan Instructions: *For each of Indicators (c)(11) and (c)(12) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicator: c12
  Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

(1) *The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:*

While Montana does have the capability to track high school graduates into the Montana University System (MUS) by district and school, it has not established the ability to track graduating cohorts into postsecondary education by subgroup. There is a plan to develop these data that calls for linking K-12's state-wide data repository (the database that contains the subgroup information for all high school graduates) to higher education's data warehouse. In order to establish this linkage a key data element (K-12's unique state-wide student identifier) must follow students into the higher education system. Currently, Montana's State-wide Longitudinal Data System grant proposal addresses this issue by establishing a K-12 electronic transcript repository that will enable higher education to upload critical data elements (including the unique identifier) into its data system. The University System is also actively working to collect and store high school student identifiers by directly entering the IDs into their data system from students' transcripts.

- *The milestones established toward developing those means;*
- *The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

Milestone	Completion Date
Establish a means to collect and store high school student identifiers in MUS data system	March 1, 2010
Extract entering Montana high school students' records from MUS data system (along with unique high school student identifiers) and match to K-12 unit-record level data to obtain subgroup information	December 1, 2010
Produce Montana High School Student Follow-up Report, including subgroup information (current report – without subgroups – is located at: http://mus.edu/data/HS_follow-up.asp)	February 1, 2011

Current Status:

For each entering cohort of students, data matches and reports will be generated annually. The initial report will be generated for 2009-10 entering students by February 1, 2011. This report will depict the number and percentage of students that enter in the Fall semester immediately following high school graduation by district, school, and subgroup. One year later, a report on this same cohort will be regenerated in order to capture the number and percentage that entered the MUS within 16 months of receiving a high school diploma, as well as the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the MUS.

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*
- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*
- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

A primary obstacle for higher education is the completion of the required software upgrades needed in order to capture and store the unique high school student identifier. Funding for these upgrades are supported by general operating budgets derived from state appropriations and student tuition. This project is integrated into the existing job responsibilities of IT staff and does not require a direct appropriation.

(2) *A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.*

An existing report (The Montana High School Follow-up Report) that tracks the number and percentage of Montana high school students entering the Montana University System will be modified to include the appropriate subgroups and provided to the Department of Education as evidence. The current report is found at: http://mus.edu/data/HS_follow-up.asp

Furthermore, the plan must satisfy the following general requirements:

(A) *Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The agencies in Montana responsible for the development, execution, and oversight of the plan are the Montana University System - Office of the Commissioner of Higher Education, and the Montana K-12, Office of Public Instruction.

(B) *Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

Technical support and assistance for the plan comes from Montana University System - Office of the Commissioner of Higher Education, and the Montana K-12, Office of Public Instruction.

(C) *Provide the overall budget for the development, execution, and oversight of the plan; and*

If Montana receives funding for the SLDS grant it will use a portion of its $8.7 million request to integrate critical high school transcript data elements (including the unique high student identifiers) into the Montana University System's data system. The alternative process (directly entering identifiers into the system from high school transcripts) is integrated into existing staff responsibilities and does not require additional funding.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

The State will provide progress reports and a complete dataset on the Montana University System website. The majority of the data is already made available in the Montana High School Follow-up Report, located at: http://mus.edu/data/HS_follow-up.asp. This plan calls for adding "sub-groups" to that report.

Indicators relating to Assurance (d) Supporting Struggling Schools

State Plan Instructions: *For each assurance indicator or descriptor under education reform areas* ***(a), (c), and (d)*** *for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:*

- Indicators: d1 d2 d3 d4 d5 d6
- Descriptor: d1

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Completion Date
Data compiled by OPI analysts according to steps in USED Guidance on SFSF Phase 2 and SIG utilizing the various methods and options allowed.	January 8, 2010
Identify placement on OPI web site for the posting of the information related to Indicators (d)(1) through (d)(6) and Descriptor (d)(2) and consult with web designers on necessary steps for posting.	January 15, 2010
Gather input on methods and options (offered in USED Guidance on SFSF2 and SIG) from internal and external stakeholders, including the Title I Committee of Practitioners regarding the state's definition of "persistently low-achieving schools".	January 27, 2010
Programmer and data analysts finalize formulas and complete quality assurance to prepare for posting uploads.	February 5, 2010
Posting made public.	February 8, 2010

- Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

The Office of Public Instruction does not face any statutory requirements, prohibitions or policies that may prevent it from developing and implementing the data collection described in this plan.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

Since all required data will be posted by the February 8, 2010 due date for state SIG applications, no reporting on progress in developing and implementing these means is deemed necessary.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

This project is expected to take 80 hours of data compilation programming time. The team includes a combination of individuals who are paid from state general fund dollars and from federal education program dollars. No new funds have been identified for this project.

Furthermore, the plan must satisfy the following general requirements:

(A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Office of Public Instruction will be responsible for compiling the data, making decisions on methods and options available, soliciting input from stakeholders, and making the data publicly available on its web site.

(B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The OPI will solicit comments and advice from the Title I Committee of Practitioners and Education Forum members. Education Forum represents all the education stakeholder organizations in the state.

(C) *Provide the overall budget for the development, execution, and oversight of the plan.*

This project is expected to take 80 hours of data compilation, analysis, and programming time. The team includes a combination of individuals who are paid from state general fund dollars and from federal education program dollars. No new funds have been identified for this project.

(D) *Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

Since all required data will be posted by the due date for state SIG applications, no reporting on progress in developing and implementing these means is deemed necessary. The OPI home page includes a link to "Recovery Act News." This site will be expanded to include to the information that is required to be posted under SFSF, Phase 2.

Montana State Fiscal Stabilization Application - Phase 2
January 11, 2010

APPENDIX B

Response to the question on Page 6 of the application.

Additional Submission Requirements: In an attachment to the application –

a. Identify and describe the data sources used in determining the levels of State support for elementary and secondary education and for
b. Public IHEs

The data source for this application is Montana's State Accounting, Budgeting, and Human Resources System (SABHRS), except as otherwise noted. All state agencies are required to use SABHRS, including state expenditures for elementary, secondary and public IHEs higher education. SABHRS is audited for both appropriations and expenditures and is the primary data source in producing the State's audited Comprehensive Annual Financial Report.

Actual spending amounts are shown for FY 2006 and FY 2008. Appropriated amounts are shown for FY 2010 and FY 2011. For FY 2009, the Office of Public Instruction Final Payment Report was used.

A spreadsheet of the appropriation bills, line items, and appropriations as established on SABHRS is attached (or available on the web).

Definitions applicable to this application include:

- Actual – Actual expenditures as recorded on SABHRS as of June 26, 2009.
- Appropriated – Appropriated level of funding from legislatively enacted bills as recorded in SABHRS as of the date of this application.
- Enacted – The level of funding for K-12 education that is required to be expended according to the laws that were passed prior to October of 2008.

Montana State Fiscal Stabilization Application - Phase 2
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APPENDIX C

Meets Maintenance of Effort Requirements of FY 2006						
Business Unit	**Source of Authority**	**Subclass**	**Fund**	**FY 2006**	**FY 2010**	**FY 2011**
K - 12 Funding						
35010	HB2 & HB13	160H5 K-12 BASE AID RST/BIEN	01100 General Fund	412,842,380	514,057,358	515,378,870
		160HA SPECIAL EDUCATION RST/BIEN	01100 General Fund	38,488,071	40,413,567	40,413,567
		160HG AT-RISK PAYMENT-RST/BIEN	01100 General Fund		1	1
	MT Reinvestment Act (HB 645)	160W7 HB645-SPECIAL ED-MOE	01100 General Fund		1,233,764	1,233,764
	SA Statutory	160S1 GUARANTEE ACCOUNT-BASE-only the BASE AID org 21	02018 Guarantee Fund	66,684,383	53,262,867	53,989,778
35010 Total				**$518,014,833** (1)	**$608,967,557** (3)	**$611,015,980** (4)
Montana University System						
51020	HB2 & HB13	260H1 COMMUNITY COLLEGE LUMP BIEN	01100 General Fund	7,461,216	8,635,484	8,735,483
		260H2 CC AUDIT APPROP RST/BIEN	01100 General Fund		40,751	-
		260H7 CC LEGISLATIVE AUDIT RST/BIEN	01100 General Fund	21,200		
		280HD HB 13 OTO - ED UNITS	01100 General Fund		1,012,655	-
		280HG GT FALLS DNTL HYGIENE RST	01100 General Fund	235,000		
		280HH MUS ED UNITS LUMP BIEN	01100 General Fund	110,194,693	99,119,243	101,430,864
		280HH MUS ED UNITS LUMP BIEN	02443 University Millage	13,385,001	18,318,027	17,018,698
		280HK LEG AUDIT (RST/BIEN)	01100 General Fund		614,220	-
		280HM ED UNITS PAY PLAN	01100 General Fund		1,124,210	2,286,595
		260W1 HB645 CC REST (RST/OTO 6/30/11	01100 General Fund		606,189	671,586
		260W3 ARRA CC ASSISTANCE 6/30/11	01100 General Fund		137,944	113,299
	MT Reinvestment Act (HB 645)					
		280WH HB645 TUITION MITI 6/30/11	01100 General Fund		3,154,033	2,506,230
51020 Total				**$131,297,110** (5)	**$132,762,756** (7)	**$132,762,755** (8)
Grand Total K-12 and the Montana University System				**$649,311,943**	**$741,730,313**	**$743,778,735**

Montana State Fiscal Stabilization Application - Phase 2
January 11, 2010

Meets Minimum Requirements of FY 2009						
Business Unit	**Source of Authority**	**Subclass**	**Fund**	**FY 2009**	**FY 2010**	**FY 2011**
K - 12 Funding						
35010	HB2 & HB13	160H5 K-12 BASE AID RST/BIEN	01100 General Fund	519,316,350	514,057,358	515,378,870
		160HA SPECIAL EDUCATION RST/BIEN	01100 General Fund	41,628,112	40,413,567	40,413,567
		160HG AT-RISK PAYMENT-RST/BIEN	01100 General Fund	5,000,000	1	1
	MT Reinvestment Act (HB 645)	160W8	03488 Education Stabilization Fund		14,613,477	25,779,699
		160W9	03488 Education Stabilization Fund		10,717,552	10,993,075
	MT Reinvestment Act (HB 645)	160W7 HB645-SPECIAL ED-MOE	01100 General Fund		1,233,764	1,233,764
	SA Statutory	160S1 GUARANTEE ACCOUNT-BASE-SA	02018 Guarantee Fund	61,820,945	53,262,867	53,989,778
35010 Total				**$627,765,407** (2)	**$634,298,586**	**$647,788,754**
Montana University System						
51020	HB2 & HB13	260H1 COMMUNITY COLLEGE LUMP BIEN	01100 General Fund	9,146,460	8,635,484	8,735,483
		260H2 CC AUDIT APPROP RST/BIEN	01100 General Fund		40,751	
		260H7 CC LEGISLATIVE AUDIT RST/BIEN	01100 General Fund			
		280HD HB 13 OTO - ED UNITS	01100 General Fund		1,012,655	
		280HG GT FALLS DNTL HYGIENE RST	01100 General Fund	235,000		
		280HH MUS ED UNITS LUMP BIEN	01100 General Fund	137,000,175	99,119,243	101,430,864
			02443 University Millage	15,869,436	18,318,027	17,018,698
		280HK LEG AUDIT (RST/BIEN)	01100 General Fund		614,220	-
		280HM	01100 General Fund		1,124,210	2,286,595
		260W1 HB645 CC REST (RST/OTO 6/30/11	01100 General Fund		606,189	671,586
		260W3 ARRA CC ASSISTANCE 6/30/11	01100 General Fund		137,944	113,299
	MT Reinvestment Act (HB 645)	280WF ARRA STAB FUND HI ED 6/30/11	03488 Education Stabilization Fund		29,762,223	29,762,224
		280WH HB645 TUITION MITI 6/30/11	01100 General Fund		3,154,033	2,506,230
51020 Total				**$162,251,071** (6)	**$162,524,979**	**$162,524,979**
Grand Total K-12 and the Montana University System				**$790,016,478**	**$796,823,565**	**$810,313,733**

Montana State Fiscal Stabilization Application - Phase 2
January 11, 2010

Total SFSF Stabilization Funding					
Business Unit	**Source of Authority**	**Subclass**	**Fund**	**FY 2010**	**FY 2011**
Education Stabilization					
K - 12 Funding					
35010	MT Reinvestment Act (HB 645)	160W8, 160W9	03488 Education Stabilization Fund	25,331,029	36,772,774
Montana University System					
51020	MT Reinvestment Act (HB 645)	280WF ARRA STAB FUND HI ED 6/30/11	03488 Education Stabilization Fund	29,762,223	29,762,224
Total SFSF Education Stabilization Funding				**$55,093,252**	**$66,534,998**
			Total SFSF Education Stabilization Funding - Biennium		**$121,628,250**
General Government Stabilization					
Montana University System					
51020	MT Reinvestment Act (HB 645)	260W3, 260W4, 280WM,280WS	03487 General Stabilization ARRA	8,952,693	9,237,695
Department of Corrections					
64010	MT Reinvestment Act (HB 645)	690W1, 695W1, 701W1	03487 General Stabilization ARRA	1,352,812	1,359,747
Department of Public Health and Human Services					
69010	MT Reinvestment Act (HB 645)	875WA	03487 General Stabilization ARRA	1,000,000	1,000,000
69010	MT Reinvestment Act (HB 645)	Not established on SABHRS at the time of publication	03487 General Stabilization ARRA	1,441,082	1,441,082
Long Range Building					
99999	MT Reinvestment Act (HB 645)	Not established on SABHRS at the time of publication	03487 General Stabilization ARRA	638,216	638,216
Total SFSF General Stabilization Funding				**$13,384,803**	**$13,676,740**
			Total SFSF General Stabilization Funding - Biennium		**$27,061,542**
Grand Total Stabilization Funding				**$68,478,055**	**$80,211,738**
			Total Stabilization Funding - Biennium		**$148,689,792**

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APPENDIX D

APPLICATION CHECKLIST and SUBMISSION INFORMATION

Please use the following checklist to ensure that your application is complete:

PART 1: State Fiscal Stabilization Fund Phase II Application Cover Sheet

- ✓ Is all of the requested information included on the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- ✓ **SIGNAURE REQUIRED –** Has the Governor or his/her authorized representative signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- ✓ **SIGNATURE REQUIRED –** Has the Chief State School Officer signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?

PART 2: Maintenance-of-Effort Information

- ✓ Has the State provided all data as requested?
- ✓ Is any of the data reported different from the State's most current Phase I application?
- ✓ Has the State included attachments responding to Part 2A(3)(a) and Part 2A(3)(b)?
- ✓ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed the other Assurances and Certifications?
- ✓ If applicable, has the State indicated whether the MOE waiver request has already been submitted or whether it is included with this application package?

PART 3A: Assurance Indicators and Descriptors

- ✓ Has the State responded appropriately to all indicators and descriptors?

PART 3B: Data Collection and Public Reporting Plan

- ✓ For each assurance indicator or descriptor under education reform areas (a), (c), and (d), for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), has the State provided a plan for developing and implementing, as soon as possible, but no later than September 30, 2011, that includes all plan elements detailed in Part 3B?
- ✓ Has the State completed the Plan Element Verification table as applicable?
- ✓ For Indicator (b)(1), has the State completed the America COMPETES Plan Element Verification table as applicable?
- ✓ For Indicator (b)(2), has the State ensured that the plan meets the requirements described in Part 3B?
- ✓ For Indicator (b)(3), has the State ensured that the plan meets the requirements described in Part 3B?
- ✓ For Indicators (c)(11) and (c)(12), has the State completed the Plan Element Verification table as applicable?

PART 3C: General Requirements

- ✓ In an attachment, has the State described the processes employed to review and verify the required data and other information for the indicators and descriptors?
- ✓ In an attachment, has the State described the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

SUBMISSION INFORMATION

Please submit your application to the Department as follows:

1. E-mail an electronic version of your application in .PDF (Portable Document) format to phaseIIapplication@ed.gov and

2. Mail the original and two copies of your application by express mail service through the U.S. Postal Service or through a commercial carrier to the following address:

Dr. Joseph C. Conaty

Director, Academic Improvement and Teacher Quality Programs

Office of Elementary and Secondary Education

U.S. Department of Education

400 Maryland Avenue, S.W., Room 3E314

Washington, D.C. 20202