OFFICE OF PUBLIC INSTRUCTION

STATE OF MONTANA

Denise Juneau
Superintendent

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May 29, 2015

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

Dear Assistant Secretary Delisle:

The 2015 Montana Plan to Ensure Equitable Access to Excellent Educators, as required by the Elementary and Secondary Education Act, is attached to this email. The plan was developed by a leadership team in my office, in consultation with stakeholders which included the following: parents, teachers, administrators, advisory groups, boards and councils representing K-12 and higher education.

Montana will continue to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. This is not a new commitment in our state. We have long provided state sanctions to schools that do not provide highly qualified teachers. Our state process provides requirements that deficiencies in teacher qualifications are part of determining each school's accreditation status. In addition, Montana provides technical assistance to educators in the development of qualified teachers for all students.

It should be noted, however, the state does not control the hiring and placement of teachers in our schools. These decisions are made by locally elected boards of trustees, not the state. The state will continue to publicly report the accreditation status of all schools, including the accreditation deficiencies due to the lack of meeting the requirements for qualified teachers. We will also continue to provide best practices in the hiring, placement and continued professional development of qualified teachers.

If you require more information concerning the Montana plan, please contact Deputy Superintendent Dennis Parman. You may contact Dennis by telephone at (406) 444-5643 or by email at dparman@mt.gov. I look forward to the approval of this plan.

Sincerely,

Denise Juneau
Superintendent of Public Instruction

PO Box 202501, Helena, MT 59620-2501

2015 Montana Plan to Ensure Equitable Access to Excellent Educators

Presented to the U.S. Department of Education
Office of Elementary and Secondary Education

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Revised September 1, 2015

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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2015 Montana Plan to Ensure Equitable Access to Excellent Educators

Section 1. Introduction

The Elementary and Secondary Education Act of 1965 (ESEA), requires state educational agencies (SEAs) receiving a Title I, Part A grant to submit a plan, developed by the SEA, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators, other staff, and parents (ESEA Section 1111(a)(1)). The plan submitted by the Montana Office of Public Instruction (OPI) describes the steps it will take "to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." The term "state plan" refers only to State Plans to Ensure Equitable Access to Excellent Educators.

The Montana Constitution states:

(1) "It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state." (Article X, Sec. 1)
(2) "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." (Article X, Sec. 2)

The provisions of the Montana Constitution provide the foundation for the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators.

2015 Montana Plan to Ensure Equitable Access to Excellent Educators

2015 Montana State Plan goal: All poor and minority children in Montana are taught at the same rate as other children by experienced, qualified, and appropriately endorsed teachers.

2015 Montana State Plan objective: By June 1, 2015, the OPI, in consultation with Montana education stakeholders, identified measures to evaluate and publicly report the progress of closing the identified equity gaps.

The Montana State Plan will make continuous progress toward full access to excellent educators for all Montana children. Montanans are committed to ensuring equal access for all students to well-prepared, highly-qualified, experienced, and appropriately endorsed teachers and school leaders with an emphasis on schools and classrooms with the greatest needs.

To shape the 2015 Montana State Plan, a team of key leaders at the OPI, led by the assistant superintendent of the Department of Education Services, followed these steps. The OPI team:

1. Developed and is implementing Montana's strategic action plan and timeline for engaging education stakeholders in the process. (Attachment A)
2. Reviewed data provided by the U.S. Department of Education (ED) and the data collected and analyzed at the state level.
3. Addressed root-cause analyses based on the data reviewed and through discussions with education stakeholder groups.

4. Created a plan to measure and report progress on closing the equity gap and continuously improve the state plan.

Background – 2006 Montana State Equity Plan

The 2006 Montana State Equity Plan established the goal that every teacher of a core academic subject in Montana's public elementary and secondary schools must meet the ESEA's Highly Qualified Teacher (HQT) requirements.

In 2004-2005, the OPI collected data that:

1. Identified core academic subject classes in the state that were not being taught by teachers meeting the HQT definition by specific subject area.
2. Were analyzed to determine adequate yearly progress of schools and districts where these classes were located.
3. Identified the schools in Montana where teachers were misassigned or not endorsed in the subject areas they were teaching.
4. Tracked courses that were particularly hard to staff.

Based on these data, the 2006 state plan established strategies to assist all Montana accredited schools in reaching the goal of 100 percent of core academic subject classes taught by HQTs. From the 2006 state plan to the development and implementation of the 2015 state plan, annual data verifies that virtually all of Montana's classes in core academic subjects were taught by HQTs, consistent with the ESEA requirements. The 2005 data indicate that 98.9 percent of the total numbers of classes were taught by highly qualified teachers; in 2013, 99.4 percent of core classes were taught by HQTs. The NCLB Report Card is posted on the OPI website http://opi.mt.gov/Reports&Data. While Montana reports consistent percentages near 100 in the all category of core academic subject classes taught by HQTs, the 100 percent HQT goal for schools, districts, and the state remains elusive. Montana maintains its commitment to reach 100 percent equitable distribution of teachers who are qualified, properly endorsed, and assigned to teach classes in their endorsed subject area therefore, providing access to excellent teachers by all Montana's K-12 students.

2015 Montana State Equity Plan

For purposes of the 2015 Montana State Plan, the OPI compared data between the 2005 original analysis and 2013 data. Comparisons of data by schools and school districts were based on student enrollment numbers aggregated by minority and poverty calculations.

Montana targeted HQT data to analyze the percentage of highly qualified teachers teaching core academic classes in schools. These data were aggregated based on the percentage of poor and minority students to compare access to HQTs across the quartiles. Schools were aggregated then divided into high-poverty school quartiles, neither high- nor low-poverty school quartiles, and low-poverty school quartiles. The same process also applied to schools aggregated by minority student percentages.

Although additional teacher data are not available at this time, the OPI anticipates the teacher licensure system, Montana State Educator Information System, and the new nonfiscal data collection system, Terms of Employment, Accreditation and Master Schedule (TEAMS), and will deliver additional data (e.g., percent of teachers in their first year, years of teaching experience) over the next few years.

Review of Current Available Data

The OPI team reviewed the Montana Educator Equity Profile data prepared by the ED. These data included the 2011-2012 Civil Rights Data Collection (CRDC) submitted by some of Montana's school districts. "Data for teachers in their first year, teachers without licensure, teachers who were absent more than 10 days, and adjusted average teacher salary" were collected by the CRDC. "Data for classes taught by highly qualified teachers" were included in the 2011-2012 *EDFacts* collection." (Source: Educator Equity Profile – Montana) Two sets from the Montana Educator Equity Profile, the percent of nonlicensed teachers and the percent of classes taught by HQTs, were the most useful to the OPI team because these data were available at the state level for all school districts. The Division of Measurement and Accountability collected and reconciled these disparate state and national data sources. Based on the data analysis, the OPI team identified equity gaps and created an action plan and timeline outlining targeted strategies to meet the challenges underlying equity issues in Montana.

Over the past several years, Montana has systematically created powerfully integrated data systems that include data collection on student, teacher, and school leader information, educator licensure, accreditation, salary and compensation, etc. While the data systems are in place, these systems are not yet able to provide the comprehensive data reports to specific issues, i.e., average teacher salaries, experienced teachers, or mobility. However, as Montana's data systems mature and become more robust, data requests and reports will more accurately identify key issues and effective strategies to steadily improve equitable distribution of teachers across the state.

Section 2. Consultation with Stakeholders

The OPI meets regularly with stakeholders representing professional education associations, postsecondary education entities, including the Montana Council of Deans of Education, Montana Advisory Council for Indian Education, Title I Committee of Practioners, Special Education Advisory, and other groups of concerned citizens to share updates and call for comments on major areas of work. (See Attachment B, Montana Education Stakeholders) Prior to submitting a draft state plan to the ED, the OPI team met twice with these groups as part of the state process. The purpose of the first meeting with education stakeholders was to introduce the state plan process and timeline. During the second meeting, stakeholders provided comments and perspectives on the data, root causes of identified equity gaps, and equity plan strategies. In addition, the stakeholder groups offered solutions to identified equity issues.

The OPI team will routinely involve education stakeholders in ongoing support and commitment to the systemic implementation of the Montana plan. The education stakeholders will provide essential knowledge from their viewpoints to enrich the statewide dialogue and action in ongoing data reviews, root-cause analyses, and monitoring and adjustment of strategies.

Section 3. Equity Gap Analysis

Montana is committed to closing the equity gap between high- and low-poverty school quartiles and high- and low-minority school quartiles. Montana compared student access to teachers who are highly qualified in the highest- and lowest-poverty schools, as well as the highest- and lowest-minority schools, and found that gaps were present in both high-poverty and high-minority secondary schools.

Terms and Definitions

The 2015 Montana State Plan uses the following terms as defined below:

1. **Unqualified Teachers:** Montana teachers who do not meet the following requirements: 1) active Montana license, 2) endorsed in a teachable subject area, and 3) assigned to teach classes in their endorsed subject area(s).
2. **Inexperienced:** Montana teachers with less than one year of teaching experience. Currently, Montana OPI is unable to collect and report the number of years of teaching experience. While the data systems are in place, these systems are not yet able to provide the comprehensive data reports to specific issues, e.g., percent of teachers in their first year, years of teaching experience. The OPI teacher licensure system, Montana State Educator Information System (MSEIS), and nonfiscal data collection system, Terms of Employment, Accreditation and Master Schedule (TEAMS), will deliver additional data (e.g., percent of teachers in their first year, years of teaching experience) in the future. These two massive data systems continue to improve each year through careful monitoring to identify enhancements necessary to ensure accurate and consistent data over time.
3. **Out-of-Field:** Montana-licensed teachers teaching outside their endorsed subject areas.
4. **Standards of Accreditation:** All teachers must be licensed, endorsed, and assigned to teach in their endorsement subject area(s). ARM 10.55.707 Teacher and Specialist Licensure; ARM 10.55.708 Teaching Assignments
5. **Highly Qualified Teacher (HQT):** Montana teachers meet the federal definition of HQT if they are licensed, endorsed, and assigned to teach "core academic subject"[1] classes in their endorsed subject area(s). The requirement that teachers be "highly qualified" applies to all elementary and secondary school teachers who teach a "core academic subject" class in Montana accredited public school districts.
6. **Non-Highly Qualified Teacher (Non-HQT):** Montana OPI combines unqualified, out of field, and inexperienced teacher terms into the general term on Non-HQT.
7. **Poverty:** The determination of poverty is based on the percentage of students at a school who are eligible for free or reduced price lunches through the National School Lunch Program. For the purposes of this report, schools served under Provision 2[2] were credited with 100 percent eligibility for free lunch.
8. **Minority Groups:** In the 2010-2011 school year, Montana transitioned from asking students a single race question (with six categories) to a two-part race/ethnicity question that generates seven categories. The two questions asked:
    a. Are you (the student) of Hispanic ethnicity?
    b. What is the student's race or races? (Choose from American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, and White.)

[1] "Core academic subjects" are English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (ESEA, 2002)

[2] Provision 2 is an option in the federal School Breakfast Program and National School Lunch Program for schools to reduce the paperwork and simplify the logistics of operating school meals programs. Any school that participates in the National School Lunch Program or the School Breakfast Program may opt for Provision 2. Schools that opt for Provision 2 serve meals to all students at no charge. Provision 2 schools pay the difference between the cost of serving meals at no charge to all students and the federal reimbursement. The significant administrative savings of Provision 2 help offset the cost differential. (National School Lunch Act. USDA www.fns.usda.gov/school-meals/provisions)

All students who answer "yes" to the first question are classified as Hispanic, regardless of their answers on the race question. The structure of the question allows students to identify as "multiracial," which was not a category in the prior race/ethnicity classification.
The categories are now:

1. Hispanic
2. American Indian/Alaska Native
3. Asian
4. Black/African-American
5. White
6. Native Hawaiian or Pacific Islander
7. Multiracial/Two or More Races

To identify "minority quartiles," students were classified as minorities if they identified as anything other than "White," not Hispanic. In the 2013-2014 fall enrollment, 80 percent of students identified as white. Over half of the minority population (11 percent of the remaining 20 percent) identified as "American Indian, Not Hispanic." More students chose the American Indian/Alaska Native category, but were classified as either Hispanic or multiracial.

8. **Equitable Teacher Distribution:** Teachers are distributed throughout Montana so that high-poverty, minority, special needs, or English language learners are just as likely to be taught by HQTs working in their field as students who do not fall into those categories.
9. **Rural Locales/Rural/Remote:** All states have rural locales, but not all states can be considered a rural state as a whole. There are a small number of states that, by commonly accepted metrics of state rurality, are recognized to be rural. When considering a combination of the four indices of state-rurality metrics, Montana is one of five states with a "Composite of Indices" above 7 on a scale of 0-10 (Table 1, page 7). Also, Montana is one of only three states characterized as High Percent of Overall Rurality and Very Isolated/Remote Rural Communities (Attachment C). The rural/isolated nature and large geographic area of Montana are primary elements of influence on inexperienced, unqualified, or out-of-field teachers in Montana Public Schools (Attachments D and E).

Data Analysis

Comparison among states based on the four composite indices of rurality is provided in Table 1 below. Data sources include U.S. Census, Office of Management and Budget, and National Center for Educational Statistics. These indices and data sources were compiled to represent a single index value between 0 and 10 as represented in the table below and also in Attachment C – Montana's Peer Groups Defined by Rural Character [3]

Table 1 Composite of Four Indices: Course Rural Index, Fine Rural Index, Extreme Rural Index, and Frontier Rural Index.

	Course Rural Index	Fine Rural Index	Extreme Rural Index	Frontier Index	Composite of Indices
North Dakota	8.2	10	10	5.5	8.4
South Dakota	8.5	9.3	9.8	5.1	8.2
Montana	8.6	7.3	5.3	7.1	7.1
Wyoming	8	-	-	10	5.8
Alaska	-	4.5	3.4	7.6	5.2
Vermont	9.7	5.2	-	-	4.1
New Hampshire	9.7	5.2	-	-	4.1
Kansas	-	-	3.8	-	3.6
Maine	8.3	4.6	-	-	3.5
Nebraska	-	4.9	5.2	-	3.5
Alabama	8.7	-	-	-	3.4
Arkansas	-	-	-	3.2	3.2
New Mexico	-	-	-	3.9	-

[3] Chris Lohse and Jennifer Davis, "Understanding the Gradients of "Rural": A guide to the various definitions of "rural" and their implications for states," *Council of Chief State School Officers (CCSSO),* Research, Development, and Dissemination Service (2008)

Table 2 Comparison of the number and percent of high-poverty and high-minority schools by Locale Code and Locale Code Urban [4]

Locale Code	Description	All Schools	High-minority schools	High-poverty schools	High Pov & High Min Schools	All Schools	High-minority schools	High-poverty schools	High Pov & High Min Schools
2	Mid-Size City	60	36	16	16	7%	17%	8%	15%
4	City Fringe, Mid-Size	15	1	1	0	2%	0%	0%	0%
5	Large Town	32	4	4	2	4%	2%	2%	2%
6	Small Town	94	20	20	8	11%	10%	10%	8%
7	**Rural, Outside MSA**	**534**	**133**	**156**	**74**	**65%**	**65%**	**76%**	**71%**
8	**Rural, Inside MSA**	**83**	**12**	**8**	**4**	**10%**	**6%**	**4%**	**4%**
Locale Code Urban	**Description**	**All Schools**	**High-minority schools**	**High-poverty schools**	**High Pov & High Min Schools**	**All Schools**	**High-minority schools**	**High-poverty schools**	**High Pov & High Min Schools**
13	City, Small	63	37	16	16	8%	18%	8%	15%
21	Suburb, Large	1	0	0	0	0%	0%	0%	0%
22	Suburb, Midsize	1	0	0	0	0%	0%	0%	0%
23	Suburb, Small	7	0	1	0	1%	0%	0%	0%
31	Town, Fringe	4	0	0	0	0%	0%	0%	0%
33	Town, Remote	131	22	25	9	16%	11%	12%	9%
41	**Rural, Fringe**	**40**	**14**	**14**	**8**	**5%**	**7%**	**7%**	**8%**
42	**Rural, Distant**	**118**	**25**	**22**	**14**	**14%**	**12%**	**11%**	**13%**
43	**Rural, Remote**	**453**	**108**	**127**	**57**	**55%**	**52%**	**62%**	**55%**
ALL	ALL	818	206	205	104				

Analysis of Table 2

1. Rural schools form the overwhelming percentage of all schools. Seventy-five percent of Montana schools are classified as rural. (Locale Code and Locale Code Urban)
2. High-minority schools are more prevalent in the city categories than expected. The city schools are the largest schools in the "High Minority" quartile. Also, all of the high-poverty schools in the city locale codes are high-minority schools, but there are more high-minority schools in the city locale that are not high poverty.

[4] Common Core Data U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, http://nces.ed.gov/ccd/rural_locales.asp

3. High-poverty schools are more likely to be remote and/or rural, and less likely to be town categories.
4. For the locale code data, Montana has seven Metropolitan Statistical Areas (MSA). These cover nine counties in Montana, based on the seven largest cities: Cascade, Great Falls; Flathead, Kalispell; Gallatin, Bozeman; Lewis and Clark, Helena; Missoula, Missoula; Silver Bow, Butte; and Yellowstone, Billings; plus Carbon, included in the Billings MSA; and Jefferson, included in the Helena MSA.

School Quartile Analysis: Poverty Schools

To establish the number of schools in each quartile, schools were divided into four equal parts by percent enrollment of students meeting the poverty criteria. (See Terms and Definitions, page 5)

The average percent of students in poverty in the High quartile of schools is 77.7 percent compared to 18.1 percent in the Low quartile of schools. (See Table 3 below) If school enrollment was evenly distributed across the school by the different poverty quartiles, one would expect 25 percent of the enrollment in each quartile.

Table 3 Analysis of School Poverty Student Population Quartiles

2013 Poverty Quartile	Schools	Students in Poverty	Enrolled Students	Percent Poverty
HIGH	205	20,055	25,813	77.7%
NEITHER	408	35,515	89,829	39.5%
LOW	205	4,926	27,155	18.1%
Totals	818	60,496	142,797	42.3%

School Quartile Analysis: Minority Schools

In the 2013 enrollment analysis of the minority student population, the percentage of high-minority students was 45.4 percent as compared to 2.9 percent of low-minority student population. These data indicate that larger schools have a higher percentage of minority population. (See Table 4 below)

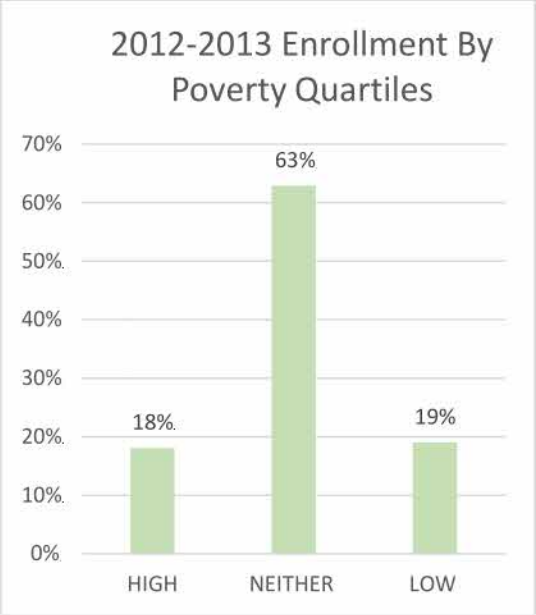
Table 4 Analysis of Minority Student Population Quartiles

2013 Minority Quartile	Schools	Minority Students	Enrolled	Percent Minority
HIGH	206	17,666	38,897	45.4%
NEITHER	407	9,839	94,464	10.4%
LOW	205	271	9,436	2.9%
Totals	818	27,776	142,797	19.4%

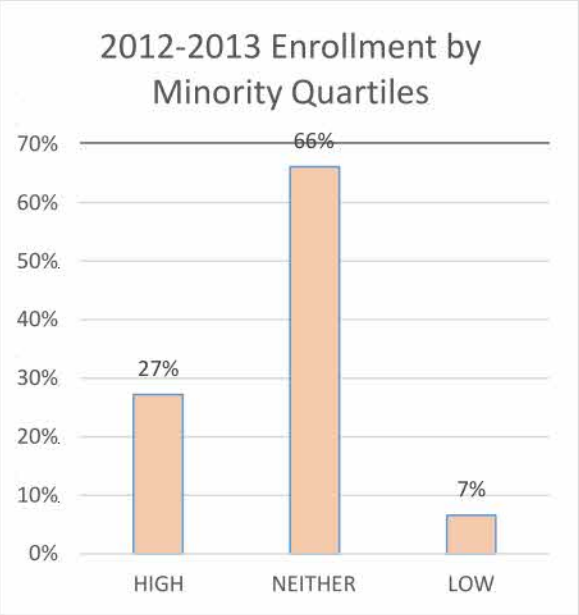
1. Sixty-three percent of Montana's minority students live near a "high-minority" school. Only 33% of Montana's students in poverty live near a "high poverty" school.
2. The high and low poverty quartiles have very nearly the same number of students.
3. The "Low minority" quartile has 24% of the students that the "high minority" quartile has; Low minority schools in Montana are disproportionately small schools (fewer than 50 students on average). The average "high minority" school has more students than average.

When HQT percentages are analyzed using poverty or minority quartiles of schools, total school enrollment between high-poverty, neither high- nor low-poverty, and low-poverty schools is not evenly distributed. Enrollment is strongly centered in the middle two quartiles. Enrollment in schools by minority quartiles is a "fat tail" distribution with 66 percent of enrollment in the "neither high nor low" quartiles and only 7 percent of enrollment in the low-minority percentage quartile. See Graphs 1 and 2 below.

Graph 1 Enrollment by Poverty Quartiles



Graph 2 Enrollment by Minority Quartiles



Graphs 1 and 2 above confirm that the majority of total school enrollments are in the neither high nor low percentage quartiles.

Poverty Schools: Comparisons Between 2005 and 2013 of all Poverty Schools and HQT Assignments

For purposes of the 2015 Montana State Plan, Montana used 2005 and 2013 HQT. These data are the only valid data available for comparison between 2005 and 2013. Montana analyzed the percentage of highly qualified teachers assigned to teach core academic subject classes to poor and minority students. Analysis of 2005 compared to 2013 data indicates that Montana made improvements in the percentage of HQTs teaching core academic classes in all schools. In eight of 12 categories delineated in Tables 5 and 6 on page 13, Montana shows a statistically significant increase in the numbers and percentages of HQTs assigned to teach core academic subject classes.

HQT Analysis

Table 5 on page 13 displays HQT results increased by .5 percent in the all schools quartile between 2005 and 2013. While the majority of the increases in three of the four quartiles were statistically significant, the low-poverty quartile reported no increase and remains at 99.1 percent of core academic subject classes taught by qualified teachers. This result means fewer children need to be included in the target area of the 2015 equitable access plan.

Elementary and Secondary Schools Analysis

Elementary schools across two of the four poverty quartiles showed a statistically significant improvement of .3 percent of HQTs assigned to teach core academic subject classes between 2005 and 2013. (Table 6, page 13) The low-poverty quartile increased .1 percent of HQT appropriately assigned over the same period.

While secondary schools in the high-poverty quartile had the lowest HQT percentages (96.9 percent in 2005 and 97.6 percent in 2013), the data indicate improvement. From 2005 to 2013, the percentage of HQTs teaching core academic subject classes increased by .7 percent in the high-poverty quartile. The OPI team anticipates the HQT percentage will increase from 97.6 to 98.3 percent for high-poverty secondary schools within the next few years if the increases continue to improve at a similar rate.

The .7 percent gain in the high-poverty quartile was equal to the overall increase for all secondary schools. Even with increases over time in HQT assignments, targeted strategies are needed to help secondary schools recruit, develop, and retain qualified, endorsed, and experienced teachers.

Tables 5 and 6 on page 13 show the percentages of the HQTs teaching core subject classes in the schools based on the poverty quartiles and compares results between 2005 and 2013. In addition, confidence interval analysis helps demonstrate whether the changes are statistically significant.

Table 5 Comparison of 2005 and 2013 Poverty Quartiles by All Schools HQT Percentage

Poverty Quartiles	2005 Percentage of HQT Assignments	2013 Percentage of HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
HIGH	98.2%	98.7%	TRUE
NEITHER	99.1%	99.6%	TRUE
LOW	99.1%	99.1%	FALSE
ALL	98.9%	99.4%	TRUE

Table 6 Comparison of 2005 and 2013 Poverty Quartiles by Elementary and Secondary Schools

Poverty Quartiles	2005 Percentage of HQT Assignments	2013 Percentage of HQT Assignments	Statistically Significant (95 Percent Confidence) improvement
Elementary			
HIGH	98.9%	99.2%	FALSE
NEITHER	99.3%	99.6%	TRUE
LOW	99.2%	99.3%	FALSE
All Elementary	99.2%	99.5%	TRUE
Secondary			
HIGH	96.9%	97.6%	TRUE
NEITHER	98.7%	99.6%	TRUE
LOW	99.0%	99.1%	FALSE
All Secondary	98.6%	99.3%	TRUE

Table 7 Comparison of 2005 and 2013 Elementary and Secondary Schools in High- and Low-Poverty Quartiles

Quartiles	2005 Percentage HQT	2013 Percentage HQT
Elementary		
High Poverty Quartile (HPQ)	98.9%	99.2%
Low Poverty Quartile (LPQ)	99.2%	99.3%
Percentile Difference	.3%	.1%
Secondary		
High Poverty Quartile (HPQ)	96.9%	97.6%
Low Poverty Quartile (LPQ)	99.0%	99.1%
Percentile Difference	2.1%	1.5%

Analysis

Further analyses of the data shown in Tables 5 and 6 on page 13, and in Table 7 above, offer a clue to one of the challenges to closing the equity gap between high- and low-poverty students. In Table 7, the OPI team compared 2005 and 2013 data by elementary and secondary schools in high-poverty quartiles. The 2005 percentage of elementary students in high-poverty schools taught by a HQT was 2 percentage points higher than secondary students in high-poverty schools. In 2013 the equity gap decreased by .4 percentage points. While the gap narrowed, elementary students in high-poverty schools continue to be taught by a HQT at 1.6 percentage points greater than secondary students in high-poverty schools.

In 2005 the percentage of secondary students taught by a HQT was 2.1 percentage points higher in low-poverty schools compared to high-poverty schools. By 2013, that gap closed to 1.5 percent. While the gap has decreased, these data inform the OPI to concentrate our efforts and next steps to reach the goal that all children are taught by HQTs in high-poverty secondary schools.

Minority Schools: Comparisons between 2005 and 2013

The analysis of minority schools yields similar findings. Minority schools were not analyzed in 2005, so it was necessary to hypothesize the schools in that time using 2013 school information and applying the minority calculation based on the assumption that minority population distribution in the schools has not changed appreciably over time.

While the data from 2005 is extrapolated using 2013 school information, these data reflect the best estimate, other than accounting for the few schools (18, mostly small schools) that did not exist in 2005. Again, results are similar to the poverty school analysis.

Minority Quartiles Analysis

Tables 8 and 9 below indicate percentage increases in HQT assignments in 11 of the 12 minority quartiles, and some increases are significant. These significant increases are noted in the percentage of HQT assignments in high- and neither high- nor low-minority quartiles. Comparison of minority quartiles by All Schools in Table 8 and by Elementary and Secondary Schools in Table 9 shows low-minority secondary school HQT percentages are lower than all other minority quartiles with the exception of the 2005 high-minority quartile for secondary schools. In 2005 the percentage of elementary students in low-minority schools taught by a HQT were .4 percentage points greater than secondary students in low-poverty schools.

Table 8 Comparison of 2005 and 2013 Minority Quartiles by All Schools HQT Percentage

Minority Quartiles	2005 Percentage HQT Assignments	2013 Percentage HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
HIGH	98.6%	98.8%	TRUE
NEITHER	99.1%	99.7%	TRUE
LOW	98.4%	98.6%	FALSE
ALL	98.9%	99.4%	TRUE

Table 9 Comparison of 2005 and 2013 Minority Quartiles by Elementary and Secondary Schools

Minority Quartiles	2005 Percentage HQT Assignments	2013 Percentage HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
Elementary			
HIGH	99.0%	99.2%	FALSE
NEITHER	99.3%	99.7%	TRUE
LOW	98.6%	98.9%	FALSE
All Elementary	99.1%	99.5%	TRUE
Secondary			
HIGH	98.0%	98.3%	FALSE
NEITHER	98.9%	99.6%	TRUE
LOW	98.2%	98.1%	FALSE
All Secondary	98.7%	99.3%	TRUE

Qualified/Licensed Teacher Data

Pursuant to Montana Code Annotated (MCA) and the Administrative Rules of Montana (ARM), all teachers are required to be licensed and endorsed in the subjects they are assigned to teach in every Montana accredited school. Through TEAMS, Montana's accredited schools annually report nonfiscal data including teacher qualifications, course codes, class schedules, and hours of instruction. These data verify licensure and endorsement and validate that teachers teaching core academic subject classes are assigned appropriately to determine HQT status. In addition, TEAMS data collection also identifies the number and percentages of misassigned teachers teaching out-of-field classes and nonlicensed teachers employed by accredited schools. In Table 10 below, the data shows a dramatic drop of 50 out-of field teachers, or 65.9 percent, and a decrease of 21 nonlicensed teachers, or 50 percent, for the two target years of 2005 and 2013. While the 2013 results are positive, it needs to be stated that these data vary from year to year making it difficult to determine the root cause of the problem. The OPI team and stakeholders will examine trend line data on an annual basis for these two data sets to determine the cause and generate collective strategies to assist Montana school districts in the hiring process of qualified, licensed, and endorsed teachers.

Table 10 Comparison of the 2005 and 2013 Final Accreditation Status of All Schools by Number of Out-of-Field and Nonlicensed Teachers

2005	Number of Teachers	2013	Number of Teachers
Out-of-field Teachers	147	Out-of-field Teachers	97
Nonlicensed Teachers	42	Nonlicensed Teachers	21

Identify and Explain the Equity Gaps

The 2006 Montana State Plan focused primarily on the assignments of HQTs teaching core academic subject classes. In addition to the HQTs assignments across all quartiles, the 2015 state plan compares data of high- and low-poverty and high- and low-minority schools and students (Attachment D). While the percentages are statistically low, the data revealed unacceptable equity gaps that affect high-poverty and high-minority schools and students. Montana is a geographically large state (See Attachment F, Montana Area Comparison), predominately rural, and racially and economically diverse. Equity gaps identified in a rural/remote school may also be a gap found in a city school. The gaps may appear similar, however, root causes may be different. Each situation may require individualized strategies to effectively close a single equity gap. During the 2015-2016 school year, Montana OPI and education stakeholders will continue to review data and clarify the root causes to ensure effective practices that work for each school and every student. Montana's identified equity gaps are below:

Equity Gap 1: Disparity of Access to HQTs in High-Poverty Secondary Schools

In 2005 the percentage of secondary students taught by a HQT was 2.1 percent higher in low-poverty schools compared to high-poverty schools. By 2013, that gap closed to 1.5 percent. (See Table 6, page 13)

Equity Gap 2: Discrepancy of Equitable Access to HQTs between Secondary and Elementary students by High- and Low-Poverty and High- and Low-Minority Quartiles for Secondary and Elementary students

In 2005 the percentage of elementary students in high-poverty schools taught by a HQT was 2 percentage points higher than secondary students in high-poverty schools. In 2013 the gap decreased, and the percentage of elementary students in high-poverty schools taught by a HQT was 1.6 percentage points greater than the secondary students in high-poverty schools.

Equity Gap 3: Rural/Remote Nature of Montana Schools

Rural schools form the overwhelming percentage of all schools. Seventy-five percent of Montana schools are classified as rural. (See Table 2, page 9)

While the gaps are decreasing, these data inform the OPI to concentrate our efforts and next steps to reach the goal that all children are taught by HQTs in high-poverty elementary and secondary schools.

Root-Cause Analyses

The OPI team and education stakeholders used the root cause analysis that consisted of four steps:

1. Identifying Relevant and Available Data
2. Analyzing Data and Identifying Equity Gaps
3. Identifying Root Causes
4. Aligning Strategies to Root Causes

While Montana OPI reports consistent percentages near 100 in the all category of core academic subject classes taught by HQTs, the 100 percent HQT goal for schools, districts, and the state remains elusive. Montana maintains its commitment to reach 100 percent equitable distribution of teachers who are qualified, properly endorsed, and assigned to teach classes in their endorsed subject area therefore, providing access to excellent teachers by all Montana's K-12 students. This commitment guided the root cause analysis by the Montana OPI team and the Montana Education Stakeholders.

Montana OPI examined HQT data in schools across poverty and minority quartiles, the percentage of access to HQTs of poor and minority students across all quartiles, and the Locale Codes and Locale Urban Codes of high-poverty and high-minority schools to identify possible root causes of Montana equity gaps. The OPI team targeted the following root causes that appear to be obstacles of closing the equity gaps.

- Rural/Remote/Isolated Nature of Montana

  Rural schools form the overwhelming percentage of all schools. Seventy-five percent of Montana schools are classified as rural. (Locale Code and Locale Code Urban). High poverty schools are more likely to be remote and/or rural.

  The rural nature and high poverty can often lead to turbulent systems where stable administration and teaching staff are difficult to attain or maintain. Such circumstances, for example, may lead to late recruitment for key positions within the district, while other more stable districts complete the hiring process earlier.

Pay, benefits, working conditions, and cultural issues contribute to the challenges of recruiting, hiring, and retaining high quality secondary school teachers. Larger districts have better compensation and benefits packages. Teachers in small rural schools often are isolated with a limited support system (Attachment D). Mentoring can be difficult when there are so few staff in rural schools. Often "good teachers" move on because they are experienced and qualified to teach at a larger, better paying school.

Often difficulty in locating housing and other important life considerations, e.g., access to medical care, shopping, and other necessities, adds problems of hiring and retaining HQTs. The isolation is often difficult for staff that are not from these communities. There are many stories of staff being hired, moving to the community, and then promptly leaving or lasting part of the school year before leaving.

- Extreme Poverty/Minority Schools

  In 2005 the percentage of secondary students taught by a HQT was 2.1 percent higher in low-poverty schools compared to high-poverty schools. By 2013, that gap closed to 1.5 percent. (See Table 6, page 13)

  In 2005 the percentage of elementary students in high-poverty schools taught by a HQT was 2 percentage points higher than secondary students in high-poverty schools. In 2013 the gap decreased, and the percentage with elementary students in high-poverty schools taught by a HQT was 1.6 percentage points greater than the secondary students in high-poverty schools.

  High-minority schools are more prevalent in the city categories than expected. The city schools are the largest schools in the "High Minority" quartile. Also, all of the high-poverty schools in the city locale codes are high-minority schools, but there are more high-minority schools in the city locale that are not high-poverty.

Section 4. Strategies to Advance the Work of Closing the Equity Gaps

To ensure equitable access to excellent educators in every Montana classroom, the OPI and stakeholders will concentrate on continued improvements in teacher preparation, recruitment, retention, and ongoing professional learning and support for Montana teachers and school leaders. Strategies and programs will carefully address the equitable access to excellent educators for high-poverty and high-minority schools in Montana. Also, the OPI and stakeholders will attend to the needs of school districts with significant numbers of minority students, in particular districts with a high percentage of American Indian students.

Since the 2006 Montana State Equity Plan report, major improvements were made to Montana's data system. Future enhancements of the data system will also address Montana's goal to report reliable and valid data on years of teaching experience. The integration and enhancements of the mature MSEIS and TEAMS data systems will use State Employment ID Numbers to collect and report years of teaching experience for every educator from initial licensure to district employment throughout the teacher's career. These improvements permit the OPI to more clearly identify high-poverty school districts, as well as those with concentrations of American Indian students that do not meet the 100 percent HQT requirement. While these school districts represent a small percentage of Montana schools, data indicate that 99.4 percent of all the state's schools do have access to excellent educators who are

qualified, endorsed, and teaching in their field. Still, Montana has not achieved full equity for all school districts and for all children. The following strategies include evidence-based statewide and targeted initiatives and programs that will continue to help Montana ensure that poor and minority children are taught by experienced, qualified, and endorsed teachers at the same rate as all other children.

Core Purpose: Create an educational system that guarantees each Montana K-12 student, including poor and minority students, are taught by qualified, experienced, and in-field teachers.

Aspirational Goal: Over the next five years Montana will incrementally close the identified equity gaps to ensure that all K-12 students, including poor and minority students, in Montana's accredited schools are taught by qualified, experienced, and in-field teachers.

Root Cause: Rural/Remote/Isolated Schools

Strategy 1: Recruitment, Retention, and Professional Development

- Recruitment, Hiring, Development, and Retention of Qualified Teachers
  The OPI enlists assistance and support from key stakeholders to generate plans to help school districts with recruitment and retention of administration and teaching staff, teacher performance appraisals and professional growth, and other issues of improving school climate, instructional quality, and authenticity. Key stakeholders include Montana Small Schools Alliance, School Administrators of Montana, Montana School Boards Association, and MEA-MFT. These organizations provide ongoing support, professional learning, technical resources, and access to outreach for Montana education networks.

Strategy 2. Regional Teacher Sharing

- Sharing the services of properly licensed and endorsed teachers for schools with hard-to-fill positions in core academic subjects among districts ensures equity in teacher quality among schools. The OPI is working with the Montana Association of School Superintendents, MEA-MFT, School Administrators of Montana, Montana School Boards Association, Montana Small Schools Alliance, Tribal Education Departments and Councils, and the Regional Education Service Areas to expand a regional system to equitably distribute HQTs to teach in critical teaching shortage areas and core academic subjects.

Strategy 3. School Climate Grant

- The OPI obtained a school climate grant from the ED. The focus of this grant is to increase use of evidence-based practices for implementing a Multi-Tiered System of Supports (MTSS) in Montana schools. The MTSS model leads to improved school climate, actively supported teachers, and improved academic outcomes for students. All of these factors improve recruitment and retention of qualified teachers.

Strategy 4. Educator Talent Development Strategies

- In March 2013, the Board of Public Education (BPE) adopted the superintendent's recommendation to expand eligibility for the student loan forgiveness program to elementary teachers in rural, high-poverty areas. Beginning in the 2013-2014 school year, elementary school teachers in a special education cooperative or an impacted school with a total score of 15 or higher also are eligible for the loan forgiveness program. There are 97 elementary and middle schools that meet the criteria. The Educator Talent Development Strategies Program offers incentives for teachers to take teaching positions in elementary, middle grade, and high schools

in high-poverty areas. The program requires teachers remain in the program for four years to qualify for loan forgiveness.

Since 2010, over a thousand teachers have benefitted from the quality educator loan forgiveness program. These licensed/endorsed teachers are working in schools identified as impacted schools (isolation and poverty index), and are teaching in critical shortage areas. [5] (Attachment D)

Strategy 5: Developing and Supporting Turnaround School Leaders

- In September 2014, Rocky Mountain College Master of Educational Leadership Program was notified by the ED that the competitive grant application seeking funds for the "Developing and Supporting Turnaround School Leaders" grant was awarded. As a result of the $1.5 million funding, the grant provides professional development, technology, and support to leaders in seven high-needs districts as identified by the OPI. The overarching goals of the grant are to recruit, train, place, support, and retain turnaround leaders in SIG local education agencies in Montana.

Strategy 6: Title I School Support System

- This system provides ongoing close support to help teachers and administrators in schools that have been in *Restructuring* for several years to improve their practices and upgrade skills. The system, in partnership with the Schools of Promise Initiative, provides training for administrators in instructional leadership from the National Institute for School Leadership. This training assists the administrators to become more effective instructional leaders and to better assist teaching staff to meet the challenges they face in improving instruction for high-need students.

Strategy 7: Montana Digital Academy

- MTDA is specifically designed to provide unique educational opportunities to Montana students and schools. Need to make up a core class? MTDA offers many of the basics. For students looking for a new challenge, we offer AP® classes. We also have elective courses that expose students to subjects that may not be available in their local schools. MTDA puts no limits on learning. Students can access coursework whenever and wherever they want. This way course conflicts are completely eliminated allowing more students to graduate on time.

[5] 20-4-503 MCA. Critical quality educator shortages

Root Cause: Extreme Poverty/Minority Schools

Strategy 1: Indian Student Achievement

- OPI supports educators across the state as they work in schools that serve Montana's largest subgroup, American Indians. Professional development, resources (lesson plans, curriculum guides, etc.), and technical assistance are provided at no cost to local schools or educators to assist them in this work. In addition, local school districts receive state level funding that is targeted toward closing the achievement gap.

Strategy 2: Montana Striving Readers Project

- This project assists high-need schools with intensive professional development for teachers. This high-quality, intensive development for teachers and administrators gives them opportunities to become some of the best prepared educators in the state with the ability to close the achievement gaps that have existed for their students in the past.

Strategy 3: Schools of Promise

- Since 2011, the OPI has used the federal School Improvement Grant (SIG) opportunity to enter into comprehensive school improvement partnerships with some of the state's lowest performing schools, known as the "Schools of Promise" initiative. These schools, identified as "persistently lowest achieving," are all located on Indian reservations and face dire circumstances related to poverty and extreme isolation. Through a unique, collaborative partnership, the OPI places three to four full-time staff members in each location that work alongside school staff to create greater system stability, stronger infrastructure, and better overall student outcomes. In particular, this work helps school leaders (boards of trustees and administrators) recruit, retain, and support strong educators who will impact the learning environment.

Strategy 4: Implement Montana New Teacher Induction Project

- The purpose of the Montana New Teacher Induction Project is to establish a revitalized induction and mentoring network for districts to support their efforts to meet the ARM 10.55.701(5)(b) by establishing induction and mentoring programs in each school district. To this end, the OPI is partnering with The New Teacher Center (NTC) to help accelerate new teacher professional growth and impact student achievement through design and implementation of high-quality teacher induction and mentoring programs. The OPI and the NTC developed and are delivering statewide induction institutes and instructional mentoring workshops beginning in March 2015 and continuing through January 2016. This professional development program is designed for induction program leadership teams that are about to implement a new induction program or for teams looking to enhance current programs.

Strategy 5: Developing and Supporting Turnaround School Leaders

- In September 2014, Rocky Mountain College Master of Educational Leadership Program was notified by the ED that the competitive grant application seeking funds for the "Developing and Supporting Turnaround School Leaders" grant was awarded. As a result of the $1.5 million

funding, the grant provides professional development, technology, and support to leaders in seven high-needs districts as identified by the OPI. The overarching goals of the grant are to recruit, train, place, support, and retain turnaround leaders in SIG local education agencies in Montana.

Foundational and Structural Support for All Schools

Revised Standards of Accreditation

- In September 2013, the BPE approved ARM Title 10, Chapter 55 Standards of Accreditation. Included in these rules are requirements for local districts to renew teacher and school leader evaluation systems. The revised standards are based on the foundation that high-quality, high-performing teachers and school leaders are critical to ensure student learning. An evaluation system based in professional growth for all educators will help to foster learning environments that meet the needs of all students. The OPI, in consultation with stakeholders, developed a state model for the evaluation of teachers and school leaders: the Montana Educator Performance Appraisal System (MT-EPAS). This standards-based evaluation system is designed to encourage professional learning through a continuum of career development. The MT-EPAS was launched in August 2013. Montana school districts are encouraged to adopt or adapt the state model, or to review and revise the local evaluation system to meet state standards. The OPI provides statewide and regional workshops to assist school leaders with the implementation of the revised standards.

Regional Education Service Areas (RESA)

- The mission of the five RESAs is to establish a systemic approach that identifies regional school district needs and provide support to local school districts through communication, direct interaction, follow-up, and ongoing partnership. The RESA directors work collaboratively with the OPI to deliver state initiatives, projects, and programs to Montana teachers and administrators in the regions. Currently, the RESA directors work with the OPI in the following areas that are directly connected to closing the identified equity gaps: MT-EPAS, New Teacher Induction Project, Gifted and Talented Education, Indian Education grant support, and content specific professional learning for classroom teachers.

Comprehensive System of Personnel Development (CSPD)

- The OPI operates a CSPD throughout Montana. This system is based in five regions responsive to the professional development and technical assistance needs of schools in each region. Through this system, the OPI makes available high-quality, professional development to every teacher in the state.

Higher Education Consortium (HEC) and Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

- For over 10 years, the OPI has been bringing together teacher preparation staff from the

Montana Institutions of Higher Education to align programs with the needs of local school districts. This group is known as the HEC. Its work helps to assure teachers entering Montana schools are prepared to provide quality instruction to children. The work of the HEC originally focused on preparing special education teachers. Through the years, its focus evolved to preparation for all teachers. Currently, the HEC is working with the CEEDAR center to further efforts to provide HQTs for Montana schools.

Table 11 - 2015 Montana State Equity Action Plan and Timeline

Phase I: Examine Root Cause Analysis 2016-2017		
Activity	**Who**	**When**
Monitor/Review Data	**OPI Team and Education Stakeholders**	**Ongoing**
Adjust to Accommodate Findings	**OPI Team and Education Stakeholders**	**Spring and Fall**
Public Forum	**OPI Teams and Education Stakeholders**	**Annually - MEA-MFT and MCEL Conferences**
Collect online Public Comments and Feedback	**OPI Team**	**Ongoing**
Publish Annual Data Report and Analysis	**OPI Team**	**Annually – Spring Post on OPI Website**
Adjust Goals	**OPI Team and Education Stakeholders**	**Ongoing**
Phase II: Establish Root Causes and Adjust Goals 2017-2018		
Monitor and Review Data	**OPI Team and Education Stakeholders**	**Ongoing**
Adjust to Accommodate Findings	**OPI Team and Education Stakeholders**	**Spring and Fall**
Public Forum	**OPI Teams and Education Stakeholders**	**Annually - MEA-MFT and MCEL Conferences**
Collect online Public Comments and Feedback	**OPI Teams**	**Ongoing**
Publish Annual Data Report and Analysis	**OPI Teams**	**Annually – Spring Post on OPI Website**
Adjust Goals	**OPI Team and Education Stakeholders**	**Ongoing**

Section 5. Measuring Progress toward Closing the Equity Gaps

Montana will continue to evaluate equity gaps between high- and low-poverty quartile schools and high- and low-minority quartile schools using HQT data. This is the most reliable long-term data available. It will provide a long-term analysis to establish a trend line. Montana will see continued progress similar to the progress shown from 2004-2005 to 2012-2013 and will closely monitor that trend line in future years.

Section 6. Reporting Progress toward Closing the Equity Gaps

Montana has a robust longitudinal data system that accommodates publication of these data. Further, the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators will be published on the OPI website under *Highly Qualified Teacher (HQT)*. The OPI team will review the data annually, make adjustments, and generate interim reports to stakeholders and the public.

http://opi.mt.gov/Programs/Federal/index.html?gpm=1_6

Section 7. Conclusion

Montana will continue to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. This is not a new commitment to Montana. We have long required that every school employ highly qualified teachers. In part, our state process includes requirements that teacher qualifications determine each school's accreditation status. The state has firmly established state sanctions to schools that do not provide highly qualified teachers. Montana provides technical assistance to educators in the development of qualified teachers for all students.

It should be noted, however, the state does not control the hiring and placement of teachers in our schools. These decisions are made by locally elected boards of trustees, not the state. The state will continue to publicly report the accreditation status of all schools, including the accreditation deficiencies due to the lack of meeting the requirements for qualified teachers. We will also continue to provide best practices in the hiring, placement, and continued professional development of qualified teachers.

Section 8. Attachments

Attachment A – Montana Equitable Access Planning Timeline

Attachment B – Montana Education Stakeholders

Attachment C – Montana's Peer Groups Defined by Rural Character

Attachment D – High Poverty High Minority Population School

Attachment E – Local Codes/Urban Locale Codes

Attachment F – Montana Area Comparison

ATTACHMENT A

Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
I. Develop Timeline	Team	Nancy	12/30/2014	
II. Denise Approves Timeline		Dennis	1/7/2015	
III. Data				
A. Gather & Review	Team	Sue	11/20/2014	1/15/2015
B. Analyze	Team and M&A Staff	Sue and Staff	2/28/2015	
C. Identification of Equity Gaps	Team	Sue and Staff	2/28/2015	
D. Prepare Data to Share with Stakeholders		Sue and Staff	2/28/2015	
IV. Communication with Stakeholders	Team		1/15/2015	5/15/2015
A. MACIE (Montana Advisory Council on Indian Education) Meetings				
Introduction	Mandy and Nancy	Mandy	1/12/2015	
Share Draft	Mandy and Nancy	Mandy	4/8/2015	
Suggestions to Team		Mandy	4/27/2015	
B. Special Education Advisory Panel				
Introduction	Frank	Frank	4/14/2015	
Share Draft (electronically)	Frank	Frank	4/21/2015	
Suggestions to Team		Frank	4/27/2015	
C. Title I Committee of Practitioners				
Introduction (electronically)	BJ	BJ	1/22/2015	
Share Draft	BJ	BJ	4/8/2015	
Suggestions to Team		BJ	4/27/2015	
D. Board of Public Education				
Introduction	Nancy	Nancy	3/13/2015	
Share Draft (electronically)	Nancy	Nancy	4/8/2015	

Major Activities	Parties Involved	Organizer	Time Frame	
Suggestions to Team		Nancy	4/27/2015	
E. OPI Leadership Council				
Introduction	Nancy	Dennis	1/30/2015	
Share Draft	Nancy	Dennis	4/8/2015	
Suggestions to Team		Dennis	4/27/2015	
F. OPI Website				
Introduction		Linda	2/15/2015	
Share Draft		Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
G. Educators Evaluation Systems Work Team				
Introduction	Linda	Linda	1/13/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
H. Certification Standards and Practices Advisory Board (CSPAC)				
Introduction	Linda	Linda	2/6/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions back to Team	Linda	Linda	4/27/2015	
I. Montana Council of Deans of Education				
Introduction	Linda	Linda	1/19/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
J. Higher Education Consortium				
Introduction	Frank	Frank	1/14/2015	
Share Draft	Frank	Frank	4/8/2015	
Suggestions to Team		Frank	4/27/2015	
V. Write Draft	Team			
A. Compile & Analyze past work on data	Team	Sue	2/28/2015	

Major Activities	Parties Involved	Organizer	Time Frame	
B. Write draft narrative on Equity Gaps	Team	Linda	2/16/2015	3/6/2015
C. Identify Strategies	Team	Linda and/or BJ	2/26/2015	3/6/2015
D. Develop Timelines for expected results	Team	BJ	3/6/2015	3/13/2015
E. Develop Timeline for expected progress reports	Team	BJ	3/16/2015	3/20/2015
F. Write Draft of Progress Reports	Team	Dennis	3/23/2015	3/27/2015
G. Complete Draft	Team	Nancy	3/30/2015	4/7/2015
VI. Revise Draft	Team			
A. Compile Comments from Stakeholders	Team	Dennis	4/28/2015	5/7/2015
B. Select & Make Needed Changes to Draft	Team	Nancy	5/8/2015	5/20/2015
VII. Draft Submittal Letter from Denise to Department		Nancy	5/21/2015	
VIII. Obtain Final Approval from Denise Juneau		Dennis	5/26/2015	
IX. Submit to US Department of Education		Nancy	6/1/2015	
Prepared by Montana Office of Public Instruction **Denise Juneau, Superintendent** **May 29, 2015**				

ATTACHMENT B

Montana Education Stakeholders

Montana Advisory Council on Indian Education

Advisory to the Office of Public Instruction and Board of Public Education

Name	Representing	Position/Role
	VOTING MEMBERS	
Harold Dusty Bull	Blackfeet Tribe	Blackfeet Tribal Member
Voyd St. Pierre	Chippewa Cree Tribe	K-12 School District Superintendent
Vernon Finley	Confederated Salish & Kootenai Tribes (CSKT)	CSKT Tribal Council Member
William Enemy Hunter	Crow Tribe	Crow Tribal Member
Alvin "Jim" Kennedy	Fort Belknap Tribe	Fort Belknap Community
Neil Taylor	Fort Peck Tribe	Fort Peck Tribal Member
Leona Kienenberger	Little Shell Tribe	Little Shell Tribal Member
Norma Bixby	Northern Cheyenne Tribe	Tribal Education
Vacant	Montana Class 7 Licensure in Native Language and Culture	
Dawn Bishop-Moore	Indian Impact Schools of Montana (IISM)	IISM Representative to the Board
Georgie Gourneau	MEA-MFT	Montana Teachers Union Representative
Thomas Brown	Montana Indian Education Association (MIEA)	Case Manager Behavioral Health
Yancey Beston	Montana School Boards Association (MTSBA)	Local Trustee
Vacant	School Administrators on Montana (SAM)	
Jennifer Smith	Urban – Billings	Urban Tribal Member
Corri-Smith	Urban – Great Falls	Urban Tribal Member
Melissa Hammett	Urban – Missoula	Urban Tribal Member
EX-OFFICIO MEMBER		
Vacant	Board of Public Education (BPE)	
Vacant	Bureau of Indian Education (BIE)	
Brandy Foster	Montana University System (MUS)	Indian Education Policy Advisory to Commissioner of Higher Education
Mandy Smoker Broaddus	Office of Public Instruction (OPI)	Indian Education Division Administrator
Dr. Richard Little Bear	Tribal Colleges	Chief Dull Knife College President

Special Education Advisory Panel Membership List 2014-2015

Name	Representing	Position/Role
Harold L. Olson	Private Schools	Resigned/Retired
Courtney Lynn Bell	Regular Classroom Teacher	Chinook Schools
Barbara Varnum	Other State Agencies Involved in the Financing or Delivery of Related Services to Children with Disabilities	Chief of Field Services
Christine Whitlatch	Parent of a Child with Disabilities	Parent
Tessie Rose Bailey	Parent of a Child with Disabilities	Parent (Resigned)
Peter Halloran	Riverside Youth Correctional Facility	Representative from Juvenile & Adult Corrections
Wendy Studt	Part C/IDEA Representative	Part C Coordinator
Sindie S. Kennedy	Subtitle B of Title VII of the McKinney –Vento Homeless Assistance Act	Families in Transition Liaison
Tristan Scott	Student	Student with Disability
Doug Dellwo	Teacher of Children with Disabilities – CRA School	Will be replaced for 2015-2016
Dan Laughlin	Special Education Program Administrator – Anaconda Public Schools	Director Special Education
Dave Marzolf	State/Local Administrator	Superintendent Sun River Valley Schools
Theresa Becker	State Child Welfare Agency Responsible for Foster Care	Foster Care Licensing Program Manager – Grant/Contracts Unit Supervisor
Marvin Williams	Vocational, Community, or Business Concerned with the Provision of Transition Services to Children with Disabilities	Director of Education - Intermountain

2015 Committee of Practioners Members

Title I of the Elementary and Secondary Education Act requires that the State Title I office establish a Committee of Practitioners. It is the role of the Committee of Practitioners to "…review, before publication, any proposed or final State rule, regulation, or policy" pertaining to Title I. The Title I law is very specific in outlining membership representation for the Committee of Practitioners. The Committee of Practitioners must include:

1. Representatives from local educational agencies as a majority of its members
2. Administrators, including the administrators of programs described in other parts of this title
3. Teachers, including vocational educators
4. Parents
5. Members of the local school boards
6. Representatives of private school children and
7. Pupil services personnel

Name	Representing	Position/Role
Amy Frieze	Helena Public Schools Library	Librarian
Sue Mohr	State of Montana Measurements and Accountability Program - OPI	Division Administrator
Amy Wiggs	Lockwood Public Schools	School Counselor
Andy Holmlund	Ronan Public Schools	Superintendent
Beth Howe-Yarlott	Hardin Public Schools Federal Programs	Federal Programs Director
BJ Granbery	State of Montana Title I Program - OPI	Title I Director
Brenda Koch	Billings Public Schools Federal Programs	Federal Programs Director
Chris Bilant	Bozeman Public Schools Federal Programs	Federal Programs Director
Christina Barbachano	Ronan Public Schools Federal Programs	Federal Programs Director
Cissy Klein	Bozeman Public Schools Title I Program	Title I Director
Corrina Guardipee	Frazer Public Schools	Superintendent
Dale Lambert	Great Falls Public Schools Federal Programs	Federal Programs Director
Dan Carrasco	Corvallis Public Schools Federal Programs	Federal Programs Director
Dan McGee	Pryor Public Schools	Superintendent
David Swedman	Bozeman Public Schools Federal Data	Federal Data Coordinator
Marilyn King	Bozeman Public Schools	Assistant Superintendent

Deidra Kloberdanz (PTA Helena)	Helena Public Schools	PTA Member/Parent
Donna Yazzie	Lodge Grass Public Schools	Business Manager
Dr. Dick Little Bear	Chief Dull Knife College	President
Heather Davis-Schmidt	Missoula County Public Schools	Assistant Superintendent
Heather Denny	State of Montana Homeless and Title I D Programs - OPI	Homeless and Title I D Coordinator
Ivan Small	St. Labre Indian School	Director of Education
Jack O'Connor	State of Montana Title I Program - OPI	Assistant Title I Director
Jason Andreas	Browning Public Schools	Assistant Superintendent
Jason Slater	Thompson Falls Public Schools	Superintendent
Jeri Matt	Browning Public Schools Federal Programs	Federal Programs Director
Jill Rocksund	Whitefish Public Schools Federal Programs	RocksundJ@wfps.k12.mt.us
Jim Notaro	Manhattan Public Schools	Federal Programs Director
John Rouse	Browning Public Schools	Superintendent
Judy Jonart	Butte Public Schools	Superintendent
Kathy Olsen	Billings Public Schools Title I Program	Title I Director
Lee Houle	Great Falls Public Schools Homeless Program	Homeless Coordinator
Lynn Obermeyer	Sydney Public Schools Title I Program	Title I Director
Mike Bowman	Lockwood Public Schools Federal Programs	Federal Programs Director
Neil Harvey	Manhattan Public Schools	Principal
Sandy Willis	Troy Public Schools	Business Manager
Shannon Stevens	Helena Public Schools	School Counselor
Shawna Pieske	State of Montana Title I Program - OPI	Title I Administrative Assistant
Steve Johnson	Bozeman Public Schools	Assistant Superintendent
Violet Crasco	Lodge Grass Public Schools Federal Programs	Federal Programs Director

Montana Board of Public Education

Constitution of Montana -- Article X -- EDUCATION AND PUBLIC

Section 9. Boards of education. (3) (a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.
(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms as provided by law. The governor, commissioner of higher education and state superintendent of public instruction shall be ex officio non-voting members of the board.

Name	Representing	Position/Role
Sharon Carroll	Teachers	Chairperson
Darlene Schottle	Administrators	Member
Mary Jo Bremner	Teacher	Member
John Edwards	Public	Member
Erin Williams	Parent	Member
Jesse Burnhart	Teacher	Member
Paul Andersen	Teacher	Vice Chair Person
Greta Gustafson	Students	Student Representative
Governor Steve Bullock	State of Montana Executive Branch	Governor -Ex-Officio Member
Denise Juneau	Superintendent of Public Instruction	Superintendent Ex-Officio Member
Clay Christian	Office of Commissioner of Higher Education	Commissioner -Ex-Officio Member

Leadership Council Membership

The Leadership Council was formed to facilitate improved communication across the agency and to provide support for developing and ongoing collaborative cross-agency projects/initiatives. The Leadership Council is comprised of all OPI division administrators, assistant superintendents, and the superintendent's advisory team.

Name	Representing	Position/Role
Denise Juneau	Office of Public Instruction	State Superintendent
Ken Bailey	Office of Public Instruction	Assistant Superintendent
Nancy Coopersmith	Office of Public Instruction	Assistant Superintendent
Steve York	Office of Public Instruction	Assistant Superintendent
BJ Granbery	Office of Public Instruction	Division Administrator
Jael Prezeau	Office of Public Instruction	Division Administrator
Frank Podobnik	Office of Public Instruction	Division Administrator
Janelle Mickelson	Office of Public Instruction	Division Administrator
Jay Phillips	Office of Public Instruction	Division Administrator
Jim Gietzen	Office of Public Instruction	Division Administrator
Karin Billings	Office of Public Instruction	Division Administrator
Linda Vrooman Peterson	Office of Public Instruction	Division Administrator
Mandy Smoker Broaddus	Office of Public Instruction	Division Administrator
Sue Mohr	Office of Public Instruction	Division Administrator
TJ Eyer	Office of Public Instruction	Division Administrator
Allyson Hagen	Office of Public Instruction	Leadership Advisory
Ann Gilkey	Office of Public Instruction	Leadership Advisory
Deb Halliday	Office of Public Instruction	Leadership Advisory
Judy Snow	Office of Public Instruction	Leadership Advisory
Madalyn Quinlan	Office of Public Instruction	Leadership Advisory
Terry Kendrick	Office of Public Instruction	Leadership Advisory
Dennis Parman	Office of Public Instruction	Leadership Council Leader

November 2013

Teaching, Learning, and Leading Collaborative (TLLC)

ARM 10.55.701(4)(b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.

Name	Representing	Position/Role
Peter Donovan	Board of Public Education	Executive Director
Jayne Downey	Montana State University	Education Department Head
Scott Dubbs	School District	District Curriculum Director
Marco Ferro	MEA-MFT	Public Policy Director
Mary Susan Fishbaugh	MSU-Billings	Dean
Susan Harper-Whalen	University of Montana	Associate Dean
Lance Melton	Montana School Board Association	Executive Director
Kirk Miller	School Administrators of Montana	Executive Directors
Cindy O'Dell	Salish-Kootenai College	Dean
Rehanna Olson	Office of Public Instruction	Administrative Specialist
Linda Peterson	Office of Public Instruction	Administrator
Dani Rask	Montana Small Schools Alliance	Executive Director
Bobi Vogel	MTSBA	Director of Government Relations
Steve York	Office of Public Instruction	Assistant Superintendent

Certification Standards and Practices Advisory Council Members

MCA 2-15-1522. Certification standards and practices advisory council. (1) There is a certification standards and practices advisory council allocated to the board of public education.

(2) The council consists of seven members appointed by majority vote of the board of public education.

Name	Representing	Position/Role
Tammy Lacey	Chair	School Administrator
Dr. Cindy O'Dell	Vice Chair	Post-Secondary Education
Kelly Elder	Teacher K-8	Member
JoDell Beeler	K-12 Specialist	Member
LeAnne Yenny	Teacher K-8	Member
Debbie Hendricks	Teacher 9-12	Member
Sabrina Steketee	Trustee	Member

MONTANA COUNCIL of DEANS of EDUCATION

The purpose of the Montana Council of Deans of Education is to:

1. Foster communication and collaboration among Deans and Administrators of Educator Preparation Providers (EPPs).
2. Foster communication and collaboration between EPPs and Montana state agencies and boards.
3. Foster communication among EPPs, major education organizations, and the private sector.
4. Inform and influence public policy related to P20 education in Montana.

Name	Representing	Position/Role
Virginia Braithwaite	Montana State University Northern	Director of Field Placement
John Cech	Office of the Commissioner of Higher Education	Deputy Commissioner
Pete Donovan	Board of Public Education	Executive Director
Jayne Downey	Montana State University	Education Department Head
Roberta (Bobbie) Evans	University of Montana	Dean
Marco Ferro	MEA-MFT	Public Policy Director
Mary Susan Fishbaugh	Montana State University - Billings	Dean
Alison Harmon	Montana State University	Dean
Susan Harper-Whalen	University of Montana	Associate Dean
Shannon Koenig	OPI – Educator Licensure	Manager
Timothy Laurent	University of Great Falls	Vice President of Academic Affairs
Kirk Miller	School Administrators of Montana	Executive Director
Ken Miller	Montana State University Billings	Department Chair
Delena Norris-Tull	University of Montana Western	Accreditation Coordinator
Cindy O'Dell	Salish Kootenai College	Dean
Rehanna Olson	Office of Public Instruction	Administrative Specialist
Dennis Parman	Office of Public Instruction	Deputy Superintendent
Linda Vrooman Peterson	OPI – Accreditation and Educator Preparation	Division Administrator
Dan Rask	Montana Small Schools Alliance	Executive Director

Carol Reifschneider	Montana State University Northern	Dean
Stevie Schmitz	Rocky Mountain College	Educational Leadership Director
Laura Straus	University of Montana Western Education	Department Chair
Angel Turoski	University of Great Falls	Assistant Professor of Education
Lynette Zuroff	Carroll College	Director of Teacher Education

ATTACHMENT C

Montana's Peer Groups Defined by Rural Character

Attachment C- Montana's Peer Groups Defined by Rural Character[6]

State peer groups defined by rural character

Degree of extreme or isolated rurality (Fine, Extreme, and Frontier Indices)	%Rural Overall (Coarse Index)		
	Low	Mid	High
Very isolated/remote rural communities			North Dakota South Dakota Montana
Mixed of large, small, and isolated rural communities		Nebraska	Maine Vermont
Most not isolated but some extremely remote communities		Alaska	Wyoming
Not isolated	*All Other States*	Alabama Arkansas Idaho Iowa Kansas New Hampshire New Mexico North Carolina Oklahoma South Carolina Tennessee	Kentucky Mississippi West Virginia

[6] Chris Lohse and Jennifer Davis, "Understanding the Gradients of "Rural": A guide to the various definitions of "rural" and their implications for states," *Council of Chief State School Officers (CCSSO)*, Research, Development, and Dissemination Service (2008)

ATTACHMENT D

High Poverty High Minority Population School

High Poverty High Minority Population Schools

FY	CO	CountyName	Le	LeName	SC	SchoolName	ScSector	Count StateID	Locale Code Urban	Locale Code	2013 Poverty qrtl	2013 minority qrtl
2015	56	Yellowstone	0965	Billings Elem	1270	Washington School	PUBLIC	266	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1275	Newman School	PUBLIC	306	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1480	Ponderosa School	PUBLIC	318	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1262	McKinley School	PUBLIC	325	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1255	Broadwater School	PUBLIC	355	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1265	Orchard School	PUBLIC	379	13	2	HIGH	HIGH
2015	56	Yellowstone	0965	Billings Elem	1272	Bench School	PUBLIC	406	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	1624	West Elementary	PUBLIC	506	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	0151	Sunnyside School	PUBLIC	456	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	1530	Mountain View School	PUBLIC	375	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	0143	Longfellow School	PUBLIC	324	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	0149	Roosevelt School	PUBLIC	318	13	2	HIGH	HIGH
2015	07	Cascade	0098	Great Falls Elem	0154	Whittier School	PUBLIC	267	13	2	HIGH	HIGH
2015	32	Missoula	0583	Missoula Elem	0773	Franklin School	PUBLIC	268	13	2	HIGH	HIGH
2015	32	Missoula	0583	Missoula Elem	0775	Lowell School	PUBLIC	289	13	2	HIGH	HIGH
2015	32	Missoula	0583	Missoula Elem	0778	Russell School	PUBLIC	400	13	2	HIGH	HIGH
2015	02	Big Horn	0023	Hardin Elem	0031	Hardin Primary	PUBLIC	392	33	6	HIGH	HIGH
2015	47	Silver Bow	0840	Butte Elem	1095	Kennedy School	PUBLIC	304	33	5	HIGH	HIGH
2015	43	Roosevelt	0780	Wolf Point Elem	1022	Northside School	PUBLIC	169	33	6	HIGH	HIGH
2015	43	Roosevelt	0780	Wolf Point Elem	1020	Southside School	PUBLIC	292	33	6	HIGH	HIGH
2015	25	Lewis & Clark	0487	Helena Elem	0657	Bryant School	PUBLIC	235	33	5	HIGH	HIGH
2015	24	Lake	0477	Polson Elem	0632	Cherry Valley School	PUBLIC	296	33	6	HIGH	HIGH
2015	24	Lake	0477	Polson Elem	1495	Linderman School	PUBLIC	378	33	6	HIGH	HIGH

High Poverty High Minority Population Schools

2015	18	Glacier	0401	Browning H S	0543	Browning High School	PUBLIC	511	33	7	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	0538	K W Bergan School	PUBLIC	207	33	7	HIGH	HIGH
2015	02	Big Horn	0023	Hardin Elem	0036	Hardin Middle School	PUBLIC	440	41	7	HIGH	HIGH
2015	02	Big Horn	0023	Hardin Elem	0032	Hardin Intermediate	PUBLIC	330	41	7	HIGH	HIGH
2015	02	Big Horn	1189	Hardin H S	0037	Hardin High School	PUBLIC	443	41	7	HIGH	HIGH
2015	43	Roosevelt	0781	Wolf Point H S	1023	Wolf Point High School	PUBLIC	232	41	6	HIGH	HIGH
2015	43	Roosevelt	0780	Wolf Point Elem	1532	Wolf Point 7-8	PUBLIC	137	41	6	HIGH	HIGH
2015	32	Missoula	0592	DeSmet Elem	1736	DeSmet 7-8	PUBLIC	19	41	8	HIGH	HIGH
2015	32	Missoula	0592	DeSmet Elem	0796	DeSmet School	PUBLIC	87	41	8	HIGH	HIGH
2015	15	Flathead	0320	Helena Flats Elem	1696	Helena Flats 7-8	PUBLIC	47	41	7	HIGH	HIGH
2015	02	Big Horn	1214	Plenty Coups H S	1553	Plenty Coups High School	PUBLIC	43	42	7	HIGH	HIGH
2015	24	Lake	1199	Ronan Elem	0638	Pablo Elementary	PUBLIC	244	42	7	HIGH	HIGH
2015	02	Big Horn	0021	Pryor Elem	0027	Pryor Elem School	PUBLIC	39	42	7	HIGH	HIGH
2015	02	Big Horn	0021	Pryor Elem	1668	Pryor 7-8	PUBLIC	12	42	7	HIGH	HIGH
2015	02	Big Horn	0023	Hardin Elem	0033	Crow Agency School	PUBLIC	291	42	7	HIGH	HIGH
2015	56	Yellowstone	0976	Morin Elem	1290	Morin School	PUBLIC	47	42	8	HIGH	HIGH
2015	24	Lake	0475	Arlee H S	0629	Arlee High School	PUBLIC	110	42	7	HIGH	HIGH
2015	24	Lake	0474	Arlee Elem	1640	Arlee 7-8	PUBLIC	71	42	7	HIGH	HIGH
2015	24	Lake	0474	Arlee Elem	0628	Arlee Elementary	PUBLIC	254	42	7	HIGH	HIGH
2015	07	Cascade	0127	Vaughn Elem	0183	Vaughn School	PUBLIC	107	42	8	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	1485	Vina Chattin School	PUBLIC	170	42	7	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	1613	Browning Middle School	PUBLIC	289	42	7	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	1840	Browning Elementary	PUBLIC	296	42	6	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	0539	Napi School	PUBLIC	442	42	7	HIGH	HIGH
2015	44	Rosebud	1230	Lame Deer H S	1816	Lame Deer High School	PUBLIC	95	43	7	HIGH	HIGH

High Poverty High Minority Population Schools

2015	21	Hill	1229	Rocky Boy H S	1807	Rocky Boy High School	PUBLIC	138	43	7	HIGH	HIGH
2015	37	Pondera	1226	Heart Butte K-12 Schools	1748	Heart Butte 7-8	PUBLIC	29	43	7	HIGH	HIGH
2015	37	Pondera	1226	Heart Butte K-12 Schools	1656	Heart Butte High School	PUBLIC	48	43	7	HIGH	HIGH
2015	37	Pondera	1226	Heart Butte K-12 Schools	0886	Heart Butte Elementary	PUBLIC	110	43	7	HIGH	HIGH
2015	03	Blaine	1213	Hays-Lodge Pole K-12 Schls	1659	Hays-Lodge Pole 7-8	PUBLIC	43	43	7	HIGH	HIGH
2015	03	Blaine	1213	Hays-Lodge Pole K-12 Schls	1551	Hays-Lodge Pole High Sch	PUBLIC	67	43	7	HIGH	HIGH
2015	03	Blaine	1213	Hays-Lodge Pole K-12 Schls	0072	Lodge Pole School	PUBLIC	111	43	7	HIGH	HIGH
2015	21	Hill	1207	Rocky Boy Elem	1711	Rocky Boy 7-8	PUBLIC	82	43	7	HIGH	HIGH
2015	21	Hill	1207	Rocky Boy Elem	0579	Rocky Boy School	PUBLIC	331	43	7	HIGH	HIGH
2015	24	Lake	1205	Charlo Elem	1602	Charlo 7-8	PUBLIC	42	43	7	HIGH	HIGH
2015	02	Big Horn	0023	Hardin Elem	1315	Fort Smith School	PUBLIC	41	43	7	HIGH	HIGH
2015	02	Big Horn	0025	Lodge Grass Elem	0039	Lodge Grass School	PUBLIC	175	43	7	HIGH	HIGH
2015	02	Big Horn	0025	Lodge Grass Elem	1669	Lodge Grass 7-8	PUBLIC	34	43	7	HIGH	HIGH
2015	02	Big Horn	0026	Wyola Elem	0041	Wyola School	PUBLIC	87	43	7	HIGH	HIGH
2015	02	Big Horn	0026	Wyola Elem	1583	Wyola 7-8	PUBLIC	37	43	7	HIGH	HIGH
2015	24	Lake	1199	Ronan Elem	1519	Ronan Middle School	PUBLIC	407	43	7	HIGH	HIGH
2015	24	Lake	1199	Ronan Elem	0639	K William Harvey Elem	PUBLIC	410	43	7	HIGH	HIGH
2015	02	Big Horn	1190	Lodge Grass H S	0040	Lodge Grass High School	PUBLIC	109	43	7	HIGH	HIGH
2015	03	Blaine	0030	Harlem Elem	0048	Harlem Elementary School	PUBLIC	354	43	7	HIGH	HIGH
2015	03	Blaine	0030	Harlem Elem	1643	Harlem 7-8	PUBLIC	86	43	7	HIGH	HIGH
2015	03	Blaine	0031	Harlem H S	0049	Harlem High School	PUBLIC	158	43	7	HIGH	HIGH
2015	53	Valley	0928	Frazer H S	1208	Frazer High School	PUBLIC	39	43	7	HIGH	HIGH
2015	53	Valley	0927	Frazer Elem	1783	Frazer 7-8	PUBLIC	30	43	7	HIGH	HIGH

High Poverty High Minority Population Schools

2015	53	Valley	0927	Frazer Elem	1205	Frazer Elementary	PUBLIC	72	43	7	HIGH	HIGH
2015	52	Treasure	0923	Hysham K-12 Schools	1193	Hysham School	PUBLIC	30	43	7	HIGH	HIGH
2015	45	Sanders	0815	Hot Springs K-12	1057	Hot Springs School	PUBLIC	96	43	7	HIGH	HIGH
2015	45	Sanders	0811	Noxon Elem	1054	Noxon School	PUBLIC	63	43	7	HIGH	HIGH
2015	45	Sanders	0809	Dixon Elem	1824	Dixon 7-8	PUBLIC	9	43	7	HIGH	HIGH
2015	45	Sanders	0809	Dixon Elem	1052	Dixon Elementary	PUBLIC	32	43	7	HIGH	HIGH
2015	45	Sanders	0807	Trout Creek Elem	1050	Trout Creek School	PUBLIC	69	43	7	HIGH	HIGH
2015	44	Rosebud	0800	Ashland Elem	1763	Ashland 7-8	PUBLIC	12	43	7	HIGH	HIGH
2015	44	Rosebud	0800	Ashland Elem	1043	Ashland School	PUBLIC	63	43	7	HIGH	HIGH
2015	44	Rosebud	0795	Rosebud K-12	1038	Rosebud High School	PUBLIC	31	43	7	HIGH	HIGH
2015	44	Rosebud	0792	Lame Deer Elem	1626	Lame Deer 7-8	PUBLIC	81	43	7	HIGH	HIGH
2015	44	Rosebud	0792	Lame Deer Elem	1035	Lame Deer School	PUBLIC	353	43	7	HIGH	HIGH
2015	43	Roosevelt	0783	Brockton H S	1026	Brockton High School	PUBLIC	31	43	7	HIGH	HIGH
2015	43	Roosevelt	0782	Brockton Elem	1759	Barbara Gilligan 7-8	PUBLIC	19	43	7	HIGH	HIGH
2015	43	Roosevelt	0782	Brockton Elem	1025	Barbara Gilligan School	PUBLIC	96	43	7	HIGH	HIGH
2015	43	Roosevelt	0776	Poplar H S	1016	Poplar High School	PUBLIC	202	43	7	HIGH	HIGH
2015	43	Roosevelt	0775	Poplar Elem	1550	Poplar 7-8	PUBLIC	111	43	7	HIGH	HIGH
2015	43	Roosevelt	0775	Poplar Elem	1014	Poplar 5-6 School	PUBLIC	122	43	7	HIGH	HIGH
2015	43	Roosevelt	0775	Poplar Elem	1015	Poplar School	PUBLIC	392	43	7	HIGH	HIGH
2015	37	Pondera	0679	Valier Elem	1749	Valier 7-8	PUBLIC	27	43	7	HIGH	HIGH
2015	37	Pondera	0679	Valier Elem	0898	Valier School	PUBLIC	81	43	7	HIGH	HIGH
2015	36	Phillips	0648	Dodson K-12	1745	Dodson 7-8	PUBLIC	11	43	7	HIGH	HIGH
2015	36	Phillips	0648	Dodson K-12	0863	Dodson High School	PUBLIC	27	43	7	HIGH	HIGH
2015	36	Phillips	0648	Dodson K-12	0862	Dodson School	PUBLIC	40	43	7	HIGH	HIGH
2015	24	Lake	0481	St Ignatius K-12 Schools	1719	St Ignatius Middle School	PUBLIC	100	43	7	HIGH	HIGH

High Poverty High Minority Population Schools

2015	24	Lake	0481	St Ignatius K-12 Schools	0643	St Ignatius High School	PUBLIC	122	43	7	HIGH	HIGH
2015	24	Lake	0481	St Ignatius K-12 Schools	0642	St Ignatius Elementary School	PUBLIC	260	43	7	HIGH	HIGH
2015	21	Hill	0426	Box Elder H S	0571	Box Elder High School	PUBLIC	107	43	7	HIGH	HIGH
2015	21	Hill	0425	Box Elder Elem	1710	Box Elder 7-8	PUBLIC	63	43	7	HIGH	HIGH
2015	21	Hill	0425	Box Elder Elem	0570	Box Elder School	PUBLIC	230	43	7	HIGH	HIGH
2015	18	Glacier	0404	East Glacier Park Elem	0548	East Glacier Park School	PUBLIC	48	43	7	HIGH	HIGH
2015	18	Glacier	0400	Browning Elem	0537	Babb School	PUBLIC	24	43	7	HIGH	HIGH

ATTACHMENT E

Local Codes

Urban Locale Codes

Local Codes Urban Locale Codes

What are locale codes?

"Locale codes" are derived from a classification system originally developed by NCES in the 1980s to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER. In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

The locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

How are locale codes assigned to school districts?

A school district's locale code is not assigned on the basis of the central office address. It is derived from the locale codes of the schools in the district. If 50 percent or more of the public school students attend schools with the same locale code, that locale code is assigned to the district. For example, if 60 percent of students were enrolled in schools with a "rural - distant" locale code, and 40 percent were enrolled in schools with a "town - small" locale code, the district would be assigned a "rural – distant" locale code. If no single locale code accounts for 50 percent of the students, then the major category (city, suburb, town, or rural) with the greatest percent of students determines the locale; the locale code assigned is the smallest or most remote subcategory for that category.

Previous Metro-Centric Locale Codes

1 - Large City:

A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

2 - Mid-size City:

A central city of a CMSA or MSA, with the city having a population less than 250,000.

3 - Urban Fringe of a Large City:

Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

4 - Urban Fringe of a Mid-size City:

Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

5 - Large Town:

An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 - Small Town:

An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

7 - Rural, Outside MSA:

Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

8 - Rural, Inside MSA:

Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

Urban-Centric Locale Codes

11 - City, Large:

Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - City, Midsize:

Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 - City, Small:

Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large:

Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 - Suburb, Midsize:

Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 - Suburb, Small:

Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe:

Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 - Town, Distant:

Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 - Town, Remote:

Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - Rural, Fringe:

Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant:

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote:

Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

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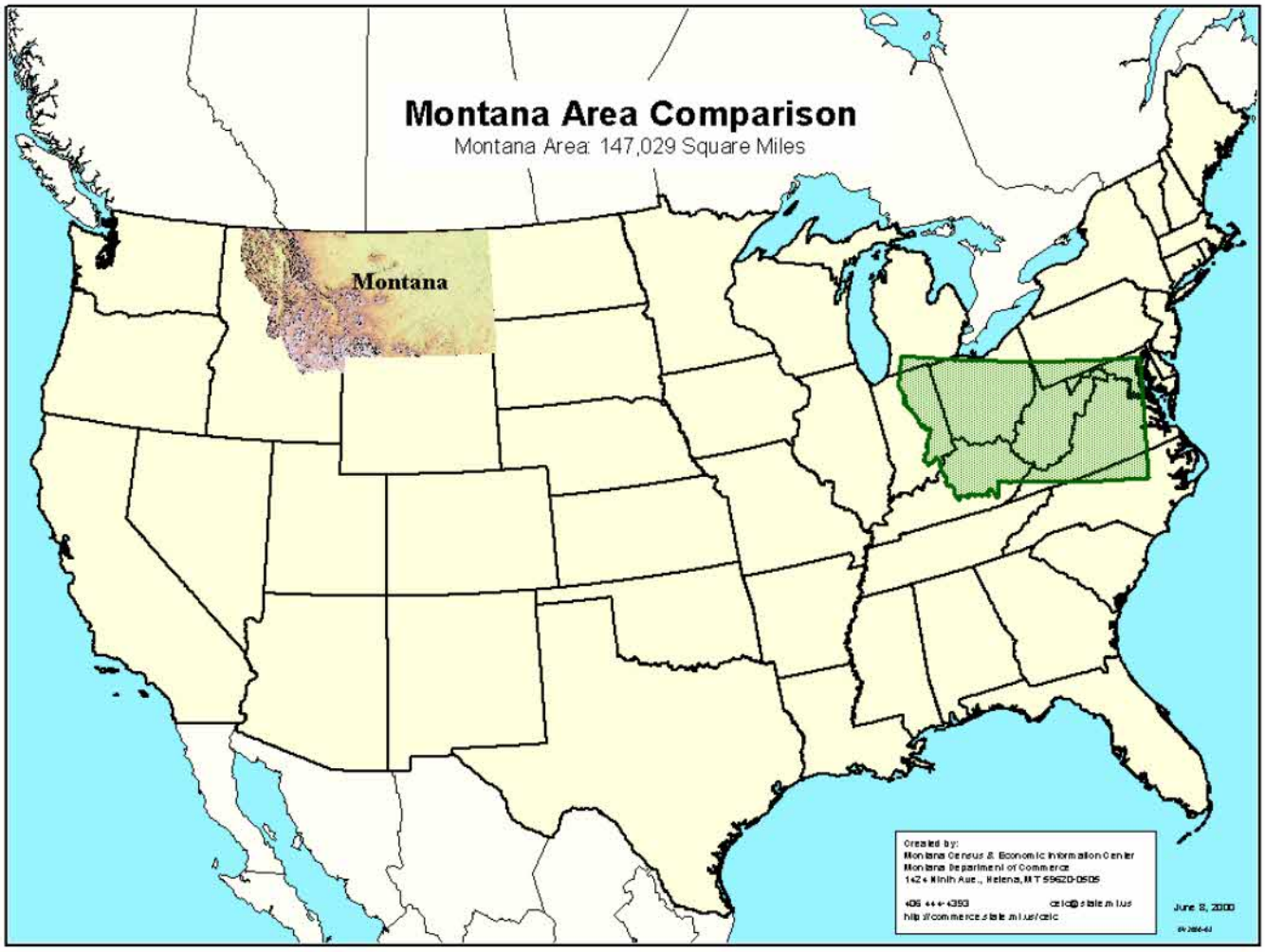
ATTACHMENT F

Montana Area Comparison


Montana Area Comparison
Montana Area: 147,029 Square Miles
Montana
Created by:
Montana Census & Economic Information Center
Montana Department of Commerce
1424 Ninth Ave., Helena, MT 59620-0505
406 444-4393
http://commerce.state.mt.us/ceic
June 8, 2000

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Montana
Office of Public Instruction
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