

# Montana Board of Public Education Executive Summary

**Date:** May 11-12, 2023

<b>Presentation</b>	Superintendent's Report
<b>Presenter(s)</b>	Elsie Arntzen
<b>Position Title</b>	State Superintendent Office of Public Instruction
<b>Overview</b>	<p>The Superintendent provides a report to the Board of Public Education. This report includes:</p> <ul style="list-style-type: none"><li>• Superintendent's Update</li><li>• Assessment Update</li><li>• MAST Update</li><li>• Data Modernization Update</li><li>• Federal Programs Update</li><li>• ESSER Update</li><li>• MIC3</li><li>• Stronger Connections Grant</li><li>• 2024 Teacher of the Year</li><li>• Legislative Update</li></ul>
<b>Requested Decision(s)</b>	Information Only
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None





## Superintendent Arntzen's Report to the Board of Public Education as of April 27, 2023

### Superintendent Arntzen's Message:

"The purpose of these listening sessions was for government to recognize challenges and seek solutions while honoring local control in education...our local schools are the heart of our communities. Our Montana students must remain the focus of these authentic and respectful conversations."  
Superintendent Elsie Arntzen

Please read Superintendent Arntzen's latest OpEd, *Community Discussions on Education Delve into Spicy Topics*, or watch it here.



### **Assessment Update:**



Attached at the end of this report is the May Assessment Update. This update includes current completion rates and testing outreach for the summative assessments in Montana.

Cedar Rose, Assessment Director, is standing by for questions.

### **Montana Alternative Assessment Testing Program (MAST):**



**The final MAST testing window opened on April 17 and closes on April 28, 2023.**

The MAST Pilot Program tests 5<sup>th</sup> and 7<sup>th</sup>-grade students in Math and Reading with a through-year model that aligns student testing closest to the learning of the skill. Currently, districts have administered three of four testing windows. **More than 30 districts and nearly 5,000 students have participated in the MAST Pilot Program to date.**

Superintendent Elsie Arntzen is expanding the Montana Alternative Student Testing (MAST) Pilot Program to grades 3-8 in Math and Reading for the 2023-2024 school year. Due to this expansion, the Office of Public Instruction (OPI) is seeking a Field Test Flexibility waiver to eliminate an undue burden on students, teachers, and district leaders by preventing double testing. Currently, the districts participating in the through-year MAST program for grades 5 and 7 are also required to complete the federally mandated end-of-the-year summative assessment. The Field Test Flexibility waiver is for one year and is granted to states that are changing their assessment system by the US Department of Education (DOE).

The Field Test Flexibility waiver will only affect districts and schools that are participating in the MAST Pilot Program. All other districts and schools will still be required to take the federally mandated end-of-the-year summative assessment. OPI sought public comment from parents, teachers, test coordinators, school leaders, and community members on the Field Test Flexibility waiver from March 30 – April 28, 2023. Public comment was provided by:

- Submitting written comment to [essainput@mt.gov](mailto:essainput@mt.gov)
- Participating in one of three public comment webinars
  - Webinar 1 on April 12 from 4:00 PM – 5:00 PM
  - Webinar 2 on April 19 from 4:00 PM – 5:00 PM
  - Webinar 3 on April 25 from 4:00 PM – 5:00 PM
- Completing the Field Testing Flexibility for Montana Assessment System Waiver Survey

The Field Test Flexibility waiver and a summary of public comment will be submitted to the DOE on May 2, 2023.

Krystal Smith, Education Innovation Manager, is standing by for questions.

## Data Modernization:



### **Data Modernization Request For Proposal(RFP) Timeline**

#### Important notes:

- This project will start with an analysis teamed up with building the foundation for a new solution.

#### Key Goals:

- Simplify data entry and transport from the field!
- Eliminate as much data entry duplication as possible!
- Improve data validation and certification processes!
- Tying disparate systems together and consolidating collection efforts!

The timeline below presents the tasks and milestones for this momentous project:

- April 14, 2023: Deadline for Receipt of Written Questions
- April 20, 2023: Deadline for Posting Written Responses to the State's Website
- April 27, 2023: RFP Response Due Date
- **May 15 - 18, 2023: Offeror Interviews/Product Demonstrations**
- May 22, 2023: \*RFP Award
- May 24, 2023: Contract negotiations complete
- May 26, 2023: \*Contract Finalization
- May 29, 2023: Vendor and OPI PMs create a baseline schedule including weekly status meetings
- June 2, 2023: Meetings with key stakeholders scheduled and confirmed
- August 16, 2023: Milestone 1 -First draft delivery of current inventory and data scoping
- August 23, 2023: Milestone 2 – Draft of all deliverables reviewed by the OPI project team
- August 25, 2023: Milestone 3 – Final delivery of all documentation for review and approval by the OPI project team
- August 25, 2023: Milestone 4 – Commercial of the Shelf(COTS) Solutions, Data Modernization Architecture & Deployment Strategy
- December 12, 2024: Milestone 5 – Full Production Deployment
- January 4, 2025: Milestone 6 - Post Deployment Analysis and Assessment
- February 28, 2025: Milestone 7 – Approval & Sign-off of Data Modernization Fully Deployed Environment by OPI Leadership & Program Team

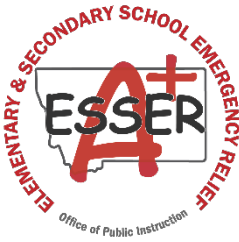
Chris Sinrud, Chief Information Officer, is standing by for questions.

## Federal Update:

Please see the attached Update on Federal Programs.

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

**Elementary and Secondary Schools Emergency Relief Funds – ESSER:**



A Review Committee composed of clerks and superintendents from across the state along with OPI staff designed a data collection process to ensure that the US Department of Education (DOE) received the correct information for the data collection. Thank you to the review committee as they were instrumental in helping to make sure that notices and data collection forms adhered to DOE requirements. The team also worked to provide a system of guidance to ensure an easier process for collecting and

inputting the data.

As of April 21, 2023, all districts had submitted their data. Shout out to district clerks and superintendents who worked to collect data for OPI.

Testing is underway for quality assurance to guarantee that all data will be submitted to the DOE on time.

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

Each month school board trustees are sent a monthly allocation report for ESSER funds. These reports can be found [here](#).

The [state-wide ESSER allocation](#) through March 31, 2023, is:

**State Level ESSER Activity**

<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$ 41,295,230	\$ -	100%
ESSER II	\$ 170,099,465	\$ 113,443,878	\$ 56,655,587	67%
ESSER III	\$ 382,019,236	\$ 111,597,482	\$ 270,421,754	29%
<b>Totals</b>	<b>\$ 593,413,931</b>	<b>\$ 266,336,590</b>	<b>\$ 327,077,341</b>	<b>45%</b>

For more information on ESSER please click [here](#) or contact Wendi Fawns at [wendi.fawns@mt.gov](mailto:wendi.fawns@mt.gov).

**Montana Military Interstate Children’s Compact Commission (MIC3):**



The designation of April as the Month of the Military Child acknowledges the significant role military-connected students play in our communities. In 2011, the University of New Hampshire Cooperative Extension Military Youth and Family Program started the “Purple Up! for Military Kids” as a visible way to thank military youth for their strength and sacrifice.

Because purple represents joint service operations and is a combination of Army green, Marine Corps red, and Coast Guard, Air Force, and Navy blue, it is the appropriate color for military children from all branches.

Montana is home to over 6,200 military-connected children with a parent currently serving in the United States Military. There are nearly 3,800 active duty military members in Montana and over 5,700 National Guard and Reserve members. Montana Purple Up! Day will be celebrated on April 27, 2023, in Great Falls to honor Montana's 2023 Purple Star Schools and Purple Star Champions.

Montana's 2022 - 2023 Purple Star School Awardees are:

- Montana School for the Deaf and Blind
- Great Falls High School - Great Falls Public Schools
- Chief Joseph Elementary School - Great Falls Public Schools
- Meadow Lark Elementary School - Great Falls Public Schools
- Early Learning Family Center - Great Falls Public Schools

The 2022- 2023 Purple Star Champion Awardees are:

- Brian Holbein, Lt. Col (R) JROTC Teacher at Great Falls High School
- Michael Wonch, MSgt (R) JROTC Teacher at Great Falls High School
- Col Christopher Karns, Mission Support Group Commander, Malmstrom AFB



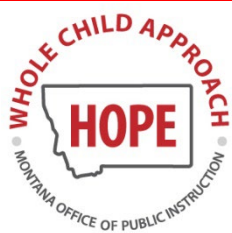
*April 19 was National Purple Up! Day. OPI and MIC3 Commissioner Ray Shaw honored our military-connected children and families at the Capitol.*



*Purple Up Day celebration in Great Falls on April 27.*

For more information on MIC3, please contact Jenna McKinney, Family Engagement Director, at [jenna.mckinney@mt.gov](mailto:jenna.mckinney@mt.gov).

**Stronger Connections Grant:**



The Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant Program application window opened on March 27, 2023, and will close on May 1, 2023. The federal congressional BSCA awarded the Office of Public Instruction (OPI) \$4.8 million in additional funding for Title IV, Part A of the Every Student Succeeds Act (ESSA). This one-time funding is in addition to the federal Title IV, Part A funding already allocated to the Montana OPI. Title IV Part A is also known as Student Support and

Academic Enrichment (SSAE). The SSAE program is intended to improve students’ academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with:

- Access to a well-rounded education
- Improve school conditions for student learning, safe and healthy students
- Effective use of technology to improve the academic achievement and digital literacy of all students

The Stronger Connections Grant aims to provide funding for high-needs Montana schools to develop, implement, and evaluate a comprehensive approach that prioritizes physical and emotional safety for their school community. The competitive subgrant is open until May 1, 2023, at 4:00 PM. Schools will have the opportunity to apply for a minimum of \$10,000 and a

total of \$175,000 per year for two years. Notification of awards will be sent to schools on July 1. The grant process can be viewed here.

For more information contact Paige Sedahl at [paige.sedahl@mt.gov](mailto:paige.sedahl@mt.gov) or [OPIStronger@mt.gov](mailto:OPIStronger@mt.gov).

### **2024 Montana Teacher of the Year Applications:**



Superintendent Arntzen is asking all Montanans to nominate 2024 Montana Teacher of the Year candidates. The Montana Teacher of the Year award recognizes teachers who:

- elevate student success by celebrating teachers who honor individual student strengths and each child’s unique abilities
- empower classroom innovation by recognizing teachers who are responsive to the complex realities that define Montana’s diverse and unique classrooms across the state
- enhance pathways to teacher leadership by creating teacher ambassadors at the local, state, and national levels to connect classrooms to the community

All Montanans are encouraged to fill out the simple [nomination form](#) before May 12, 2023. Teachers may self-nominate through the form as well. All nominated teachers will be contacted and asked to fill out an application. Applications can be sent to [MTTOY@mt.gov](mailto:MTTOY@mt.gov).

The 2024 Montana Teacher of the Year timeline is:

- May 12, 2023 Nominations due
- June 23, 2023 Applications due to [MTTOY@mt.gov](mailto:MTTOY@mt.gov)
- July-August 2023 Applications reviewed by committees
- Mid-September 2023 Finalists selected
- Mid-September 2023 Finalists interviewed by state committee, MT TOY selected
- October 2023 National Teacher of the Year Application Due to CCSSO
- February 2024 MT TOY begins duties and NTOY activities

### **Legislative Update:**



To read the End-of-Session Wrap-Up, please click [here](#).



# BOARD OF PUBLIC EDUCATION MAY ASSESSMENT UPDATE

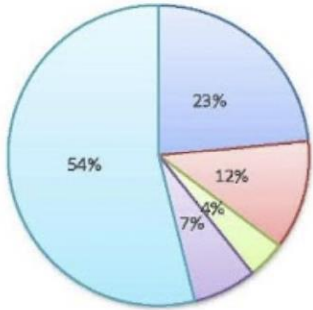
Cedar Rose  
Assessment Director



Putting Montana Students First **A+**

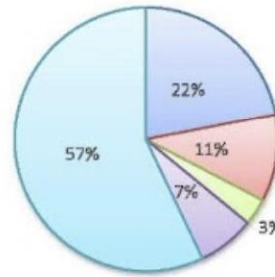
# SUMMATIVE COMPLETION RATES AS OF 4/24/2023

ELA District Completion Rates



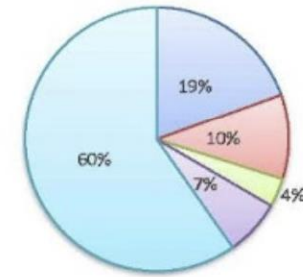
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Math Computer Adapted Test District Completion Rates



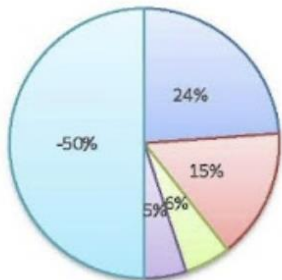
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Math Performance Task Test District Completion Rates



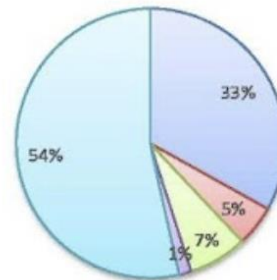
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Montana Science Test District Completion Rates



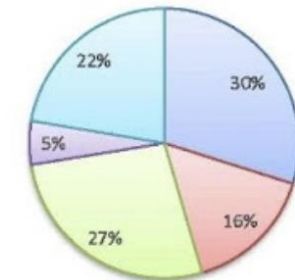
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

Alternate MT Science Test District Completion Rates



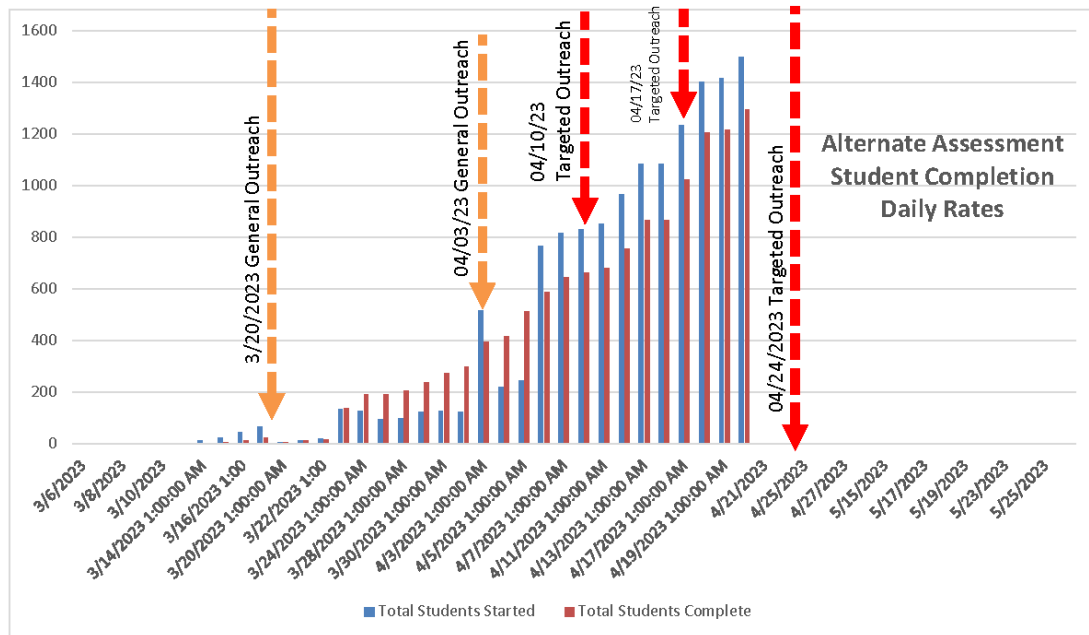
95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

MSAA District Completion Rates



95% and above 70% - 94% 30% - 69% 1% - 29% Not Started

# SUMMATIVE TESTING OUTREACH



Bi-weekly general completion updates sent to all STCs



Weekly targeted emails sent to STCs, superintendents, and building level administrators of any school in danger of not completing assessments



Monitoring completion rates of students with IEPs taking general assessments to provide support

# ACCESS FOR ELLS 2022-23 COMPLETION RATES

TBD-Released on 4/28



Elsie Arntzen, Superintendent

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opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A+**



## May 11-12, 2023 Update on Federal Programs

### **1. Proposed Federal Waiver for Field Testing Flexibility**

The Montana Office of Public Instruction (OPI) is submitting a federal waiver for field test flexibility. According to the US Department of Education (USED), a Field Test Flexibility waiver is a one-year waiver granted to state education agencies (SEAs) that are changing their assessment systems and want double-testing flexibility and identification flexibility.

View Montana's request for a [field-testing flexibility waiver \(PDF\)](#).

Approval of this waiver will support OPI's [Montana Alternative Student Testing Pilot Program \(MAST\)](#) which better equips educators with the data they need to personalize high-quality education for all students. This Field Test Flexibility waiver will eliminate an undue burden on students, teachers, and district leaders by preventing double-testing and ensuring identification flexibility. It will advance student academic achievement by enabling the OPI to design and develop a more balanced assessment system that centers around student learning and provides additional support for educators.

With approval, Montana would be the first state to gain approval for the reading/language arts and mathematics multiple state interim assessments that result in a single summative score that provides valid, reliable, and transparent information on student achievement. The OPI assures that an operational multiple state interim assessment will be administered statewide in grades 3 through 8 to all students who take the general reading/language arts and mathematics assessment during the 2024-2025 school year. Following the final Spring administration in 2025, standards-setting will occur. The results will be publicly reported, disaggregated by student groups, shared with parents and educators, and fed into the Federal accountability system.

The waiver will only be applicable to districts and schools participating in the MAST pilot program during the 2023-2024 school year, and parents will be notified of their child's participation in the field test. Non-participating districts and schools will continue to administer the Smarter Balanced Assessment (SBAC) for Grades 3-8 in the Spring of 2024. Accountability provisions and reporting for non-participating districts and schools will not be changed.

### **Key Takeaways**

- To ensure students, teachers, and district leaders are not overburdened with double testing, OPI is submitting a field test flexibility waiver to the USED.
- The OPI will ensure that all students in 3<sup>rd</sup> to 8<sup>th</sup> grade who do not take a field test in Reading/Language Arts and Mathematics will take the current SBAC assessment.

- Precedent for the approval of these field-testing flexibility waivers was established under the No Child Left Behind Act by States transitioning to Smarter Balanced and PARCC assessments.
- Parents of students in each school participating in the field test will be notified of the school’s participation, including by ensuring that the notification to parents includes a discussion of the implications of the school’s participation in the field test and a notification of whether the parents’ child will participate in the field test.
- The waivers would allow the OPI and participating school districts to gather data to establish the validity and reliability of the field tests during the 2023-2024 school year, prior to publicly reporting student test results.
- Schools that participate in the field test will maintain the federal school identification determined in the Fall of 2023 based on data collected during 2022-2023 (i.e., schools participating in the field test will not be identified for support, or existed from support status, on the bases of data collected during the year of the field test-2023-2024).
- OPI assures that an operational test will be administered during the 2024-2025 school year that, following standards setting, will result in data that can be publicly reported, disaggregated by student groups, shared with parents and educators, and feed into the Federal accountability, providing an opportunity for OPI, in partnership with New Meridian, to lead the nation in implementing a statewide innovative assessment system.

Below is a **Timeline** outlining the process that was used for stakeholder involvement:

**March 30, 2023:** Initiate public comment, by sending emails to stakeholders, opening a survey, and posting information on the OPI webpage with links to the draft Field-Testing Flexibility Waiver and a FAQ.

**April 2023:** Consultation with the Governor’s office

**April 12, 2023:** Assessment Site Testing Coordinator Webinar, 3:30 pm-4:00 pm

**April 12, 2023:** Webinar 1 for public input, 4:15 pm-5:00 pm

**April 18, 2023:** Discussion with Education Advocates

**April 19, 2023:** Webinar 2 for public input, 4:00 pm to 5:00 pm

**April 25, 2023:** Webinar 3 for response to public input, 4:00 pm to 5:00 pm

**April 28, 2023:** Public comment and survey deadline

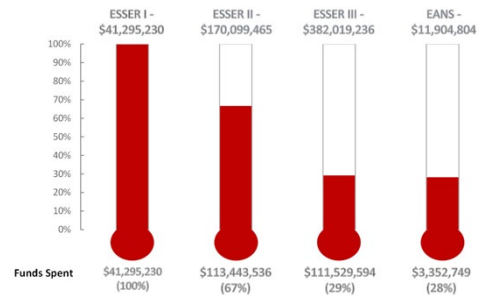
**May 2, 2023:** Final Waiver prepared and submitted to the USED.

## 2. ESSER Information

ESSER I Consolidated	(blank)	\$	28,255.00	\$	28,255.00	\$	-
<b>ESSER I Consolidated Total</b>		\$	<b>28,255.00</b>	\$	<b>28,255.00</b>	\$	<b>-</b>
ESSER II Consolidated	Address Learning Loss	\$	625.00			\$	625.00
	Indirect Cost	\$	-			\$	-
	Minimize Spread of Infection			\$	3,695.00	\$	(3,695.00)
	Other	\$	106,969.00	\$	101,645.00	\$	5,324.00
<b>ESSER II Consolidated Total</b>		\$	<b>107,594.00</b>	\$	<b>105,340.00</b>	\$	<b>2,254.00</b>
ESSER III Consolidated	Address Learning Loss	\$	31,702.00	\$	18,592.00	\$	13,110.00
	Indirect Cost	\$	-			\$	-
	Mental Health	\$	5,000.00			\$	5,000.00
	Minimize Spread of Infection	\$	65,326.00	\$	30,950.00	\$	34,376.00
	Other	\$	114,840.00	\$	12,839.00	\$	102,001.00
	Supplemental Learning	\$	4,123.00			\$	4,123.00
	Technology	\$	19,178.00	\$	4,140.00	\$	15,038.00
<b>ESSER III Consolidated Total</b>		\$	<b>240,169.00</b>	\$	<b>66,521.00</b>	\$	<b>173,648.00</b>
		\$	<b>376,018.00</b>	\$	<b>200,116.00</b>	\$	<b>175,902.00</b>

[National and state comparison, view through data collected](#) during the federal Annual reporting for ESSER Year 3 which began the first week in April. In partnership with districts and a review committee composed of business clerks, superintendents, and OPI staff the data collection process resulted in 97% of all districts submitting on time by April 14, 2023.

Going forward OPI is continuing to ensure compliance through a broad and in-depth system of support which includes a series of monthly ESSER Guidance Sessions, individual consultation over the phone and virtually, and email. Some of the resources we created and maintain to assist districts in meeting students' needs include:



[Monthly allocation and expenditure](#) reports by the district.

[District use of funds Plans](#) (priorities and goals) updated at least every six months and reviewed June 2023.

[Public portal access on individual requests](#) for funds, allocation, and cash requests.

[Spending countdown](#) (ESSER II CRRSA September 2023, ESSER III ARP September 2024)

### [3. General Information on the Federal ESSA Accountability System](#)

#### **What is it?**

Under the 2015 Every Student Succeeds Act (ESSA) there was a federal requirement for an accountability system that is used to make sure all Montana's students are served and prepared for the future. ESSA outlines areas each state must focus on for indicators. For more information, please see [Montana's State Plan](#).

#### **What Students are included?**

Per federal law, students who have been enrolled at least half of the year in the school shall be included for all indicators except graduation rate. For graduation rate, the student is included in the graduation rate for the school that they last attended. **Additionally, there must be at least ten students participating in each indicator to receive a score.**

#### **How are Schools Identified as Comprehensive?**

- Participating Title I schools that are above 10 in enrollment are scored in all indicators with at least ten students. They are then ranked and given a composite score and the lowest performing 5% are identified as a Comprehensive Support School
- All High schools that have a graduation rate that is less than 67% are identified as Comprehensive.

**Note:** A Title I school can be moved from Additional Targeted to Comprehensive if a subgroup consistently underperforms for three years in a row.

#### **What is a Subgroup?**

This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system include Economically disadvantaged students, English learners, students from major racial and ethnic groups (White, American Indian, and Hispanic), and children with disabilities.

### **How are Schools Identified as Additional Targeted (ATSI)?**

All Schools, including Non-Title I schools, are scored in each indicator for each subgroup that has at least ten students and compared to the composite score of the bottom 5% of Title schools. If a subgroup scores at or below the level of the bottom 5% of Title I schools, then they are identified as ATSI for that subgroup.

**Note:** If a Non-Title School is identified as ATSI for the same subgroup for three years in a row they move to targeted status which is similar to comprehensive but is for Non-Title Schools.

### **What are the Indicators Used in the Accountability System?**

**The First four indicators are required by federal law. There have to be at least ten students to be scored in an indicator. Additionally, the student must be enrolled for at least half the year besides for graduation/cohort.**

- 1. Academic Achievement:** Measures proficiency in Math and ELA (Smarter Balanced Summative Assessment for grades 3-8 and the ACT for 11th grade). Participation Rate is taken into account on this indicator as well.
- 2. Academic Growth (Elementary and Middle Schools Only):** An academic growth indicator uses individual student performance on annual state tests (Smarter Balanced Summative assessment grade 4-8) over a two-year period to determine the amount of improvement of a student's proficiency on grade level Math and English Language Arts content standards between two consecutive years. This is not an indicator used for High School
- 3. EL Learner Progress:** Progress is defined as any student who shows a 0.5-point growth on their composite score on the WIDA from the previous year.
- 4. Four-year Adjusted Cohort Graduation Rate (High School Only):** Calculations are based on the four-year adjusted cohort graduation rate for all students and for each student group who met the state standards with a regular high school diploma. Students who graduate in accordance with IEP goals are not included in the numerator of this calculation due to Federal law.
- 5. Satisfactory Attendance:** Students who attend at least 95% of the instructional days are considered satisfactory. If a school didn't report their attendance on time, they received a 0.
- 6. College and/or Career Ready (High School Only):** Percent of students determined to be college or career ready. A student is considered college or career ready if they are a CTE concentrator or scores at least 21 Composite Score on the ACT.
- 7. STEM Indicator:** Proficiency in statewide science assessment for students in grades 5 and 8.

### **How are Schools assigned scores for each indicator?**

Each indicator as outlined above has a total possible point that can be earned. The schools are ranked for each indicator and assigned a score based on their ranking and total possible points for that indicator. For example, a Title 1 High School with the highest graduation rate would earn a total possible points of 25.

If there are not at least ten students for the school or for a specific subgroup participating in any of the above indicators a school will not receive a score for that indicator and those possible points will be subtracted out of the number of points a school can earn.

The final school ranking is a percentage based on the 
$$\frac{\text{total points earned for all indicators}}{\text{total possible points for all indicators scored in}}$$

### **What are Montana's Long Term Growth Goals?**

The long-term goals for Montana are a 4 percent reduction in the number of students not proficient (or not graduated) each year. This allows for stronger growth in real numbers among low scoring subgroups to close the achievement gaps between these subgroups and the state average



## How can a school Exit Comprehensive Support or ATSI?

Based on the [Addendum](#) approved by USED:

Comprehensive schools identified in fall 2022, the exit criteria for fall 2023 require that a School meets both of the following criteria:

1. No longer be in the bottom 5% of Title I schools.
2. The academic growth goals in the school's improvement plan (CSIP) for one year (rather than three consecutive years).

ATSI schools identified in fall 2022, exit criteria for fall 2023 require that a school meets both of the following criteria:

1. All subgroups in the school perform at a level higher than the lowest performing 5% of Title I schools.
2. The academic growth goals set in the school's CSIP for one year (rather than two consecutive years).

## 4. Accountability Designations based on 2022 data:

### Which schools are identified as comprehensive and targeted schools?

#### Comprehensive Support and Improvement Schools

#### Targeted Support and Improvement Schools

The Office of Public Instruction ran the accountability system in March 2023. And at that time, only those schools in Targeted Support and Improvement in Monitoring status were eligible to exit and three schools met the exit criteria to exit. Below are the numbers in each of the accountability areas of Universal, Targeted, and Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

- 618 schools are designated as Universal.
- 145 schools designated as Additional Targeted Support which includes.
  - 66 schools newly identified.
  - 6 schools in second year ATSI
  - 61 schools in Monitoring status
  - 9 schools with a mixture of first- and second-year designations in different subgroups
- Total of Targeted Schools by Subgroups:
  - 10 American Indian
  - 26 English Language
  - 9 English Language
  - 38 Hispanic
  - 39 White