

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2020-2021

MONTANA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

2.1 ACCOUNTABILITY

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

Populated with SY2021-2022 SCH-LEVEL FS206/DG842 and FS212/DG866

State	Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
MONTANA	High schools failing to graduate one third or more of their students	7	7	.
MONTANA	Lowest performing five percent of Title I schools	32	32	.

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2021-2022 SCH-LEVEL FS206/DG842 and FS212/DG867

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
MONTANA	English learners	294	422	69.67
MONTANA	All students	9056	10514	86.13
MONTANA	American Indian or Alaska Native	788	1139	69.18
MONTANA	Asian	88	97	90.72
MONTANA	Native Hawaiian or Other Pacific Islander	13	18	72.22
MONTANA	Black or African American	76	100	76
MONTANA	Hispanic or Latino	406	517	78.53
MONTANA	White	7426	8334	89.1
MONTANA	Two or more races	.	.	83.82
MONTANA	Children with Disabilities (IDEA)	1063	1377	77.2
MONTANA	Economically disadvantaged students	3753	4900	76.59
MONTANA	Children in foster care	44	54	81.48
MONTANA	Children who are homeless	389	624	62.34

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
MONTANA	All students	4179	0	5393	9572
MONTANA	American Indian or Alaska Native	202	0	671	873
MONTANA	Asian	50	0	49	99
MONTANA	Native Hawaiian or Other Pacific Islander	4	0	13	17
MONTANA	Black or African American	20	0	59	79
MONTANA	Hispanic or Latino	140	0	279	419
MONTANA	White	3661	0	4120	7781
MONTANA	Two or more races	102	0	202	304
MONTANA	Female	2319	0	2508	4827
MONTANA	Male	1860	0	2885	4745
MONTANA	Children with Disabilities (IDEA)	155	0	749	904
MONTANA	English Learners	9	0	102	111
MONTANA	Economically disadvantaged students	849	0	2300	3149

2.3 TITLE I, PART A PROGRAM PARTICIPATION

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

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

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

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
MONTANA	Children with disabilities (IDEA)	11662
MONTANA	English learners	3008
MONTANA	Homeless students	9048
MONTANA	Migrant students	445

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

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

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

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
MONTANA	American Indian or Alaska Native	14594
MONTANA	Asian	385
MONTANA	Black or African American	611
MONTANA	Hispanic or Latino	4132
MONTANA	Native Hawaiian or Other Pacific Islander	131
MONTANA	Total	69319
MONTANA	Two or more races	3440
MONTANA	White	46026

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
MONTANA	Age 3 through 5 (not Kindergarte	978	.	.	28	1006
MONTANA	Age Birth through 2	.	.	.	54	54
MONTANA	Grade 1	5004	1016	3	189	6212
MONTANA	Grade 10	4084	402	4	75	4565
MONTANA	Grade 11	3983	255	4	84	4326
MONTANA	Grade 12	3693	257	6	62	4018
MONTANA	Grade 2	4691	948	.	173	5812
MONTANA	Grade 3	4679	836	2	195	5712
MONTANA	Grade 4	4730	779	1	184	5694
MONTANA	Grade 5	4763	676	4	174	5617
MONTANA	Grade 6	4838	618	3	156	5615
MONTANA	Grade 7	4798	661	5	150	5614
MONTANA	Grade 8	4712	603	2	125	5442
MONTANA	Grade 9	4379	519	4	81	4983
MONTANA	Kindergarten	5621	719	.	197	6537
MONTANA	Total	60953	8289	38	1927	71207
MONTANA	Ungraded	.	.	.	0	0

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

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

Throughout this section:

- Report data for the program year of July 1, 2020 through June 30, 2021.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

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

2.5.1.1 Programs and Facilities - Subpart 1

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

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	2	16
Juvenile corrections	1	164
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	3	.

FAQ on Programs and Facilities - Subpart 1:

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

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	2
Juvenile corrections	1
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	3

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

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

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Total Long-Term Students Served	.	.	33	110	.
MONTANA	Total Unduplicated Students Served	.	.	44	110	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Children with one or more disabilities (IDEA)	.	.	17	12	.
MONTANA	English learner	.	.	0	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	American Indian or Alaska Native	.	.	8	17	.
MONTANA	Asian	.	.	0	0	.
MONTANA	Black or African American	.	.	1	1	.
MONTANA	Hispanic or Latino	.	.	1	0	.
MONTANA	Native Hawaiian or Other Pacific	.	.	0	0	.
MONTANA	Total	.	.	44	110	.
MONTANA	Two or more races	.	.	3	52	.
MONTANA	White	.	.	31	40	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	Female	.	.	0	0	.
MONTANA	Male	.	.	44	110	.
MONTANA	Total	.	.	44	110	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	10 years old	.	.	0	0	.
MONTANA	11 years old	.	.	0	0	.
MONTANA	12 years old	.	.	0	0	.
MONTANA	13 years old	.	.	0	0	.
MONTANA	14 years old	.	.	1	0	.
MONTANA	15 years old	.	.	5	0	.
MONTANA	16 years old	.	.	9	0	.
MONTANA	17 years old	.	.	15	0	.
MONTANA	18 years old	.	.	14	2	.
MONTANA	19 years old	.	.	0	28	.
MONTANA	20 years old	.	.	0	34	.
MONTANA	21 years old	.	.	0	46	.
MONTANA	3 through 5	.	.	0	0	.
MONTANA	6 years old	.	.	0	0	.
MONTANA	7 years old	.	.	0	0	.
MONTANA	8 years old	.	.	0	0	.
MONTANA	9 years old	.	.	0	0	.
MONTANA	Total	.	.	44	110	.

FAQ on Unduplicated Count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2020 through June 30, 2021.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
MONTANA	Earned a GED	.	.	.	.	9
MONTANA	Earned high school course credits	.	.	.	.	42
MONTANA	Enrolled in a GED program	.	.	.	.	12
MONTANA	Enrolled in job training courses/programs	.	.	.	.	42
MONTANA	Obtained employment	.	.	.	.	0
MONTANA	Obtained high school diploma	.	.	.	.	1
MONTANA	Were accepted and/or enrolled into post-secondary education	.	.	.	.	1

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
MONTANA	Earned a GED	.	10	.	.	.
MONTANA	Earned high school course credits	.	0	.	.	.
MONTANA	Enrolled in a GED program	.	9	.	.	.
MONTANA	Enrolled in job training courses/programs	.	63	.	.	.
MONTANA	Obtained employment	.	20	.	.	.
MONTANA	Obtained high school diploma	.	0	.	.	.
MONTANA	Were accepted and/or enrolled into post-secondary education	.	3	.	.	.

2.5.2 Academic Performance - Subpart 1

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

2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2020, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	More than one full grade	.	.	6	4	.
MONTANA	Negative change	.	.	3	2	.
MONTANA	No Change	.	.	11	15	.
MONTANA	Total	.	.	33	110	.
MONTANA	Up to one full grade	.	.	13	89	.

2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2020, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MONTANA	More than one full grade	.	.	13	4	.
MONTANA	Negative change	.	.	0	5	.
MONTANA	No Change	.	.	10	55	.
MONTANA	Total	.	.	33	110	.
MONTANA	Up to one full grade	.	.	10	46	.

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

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

2.5.3.1 Programs and Facilities - Subpart 2

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

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	14	108
Juvenile corrections	.	.
Juvenile detention	6	23
Neglected programs	10	92
Other programs	.	.
Total	30	.

FAQ on average length of stay:

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

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	14
Juvenile corrections	.
Juvenile detention	6
Neglected programs	10
Other programs	.
Total	.

Data Quality Comments

Our student numbers for Subpart 2 have increased due to a few new facilities that have opened as well as receiving 100% participation in filling out the survey. One of our reservation facilities was closed last year due to COVID but was open this year.

2.5.3.3 Students Served - Subpart 2

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

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Total Long-Term Students Served	188	229	32	.	.
MONTANA	Total Unduplicated Students Served	396	463	354	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Children with one or more disabilities (IDEA)	88	267	50	.	.
MONTANA	English learner	18	15	97	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	American Indian or Alaska Native	119	128	229	.	.
MONTANA	Asian	1	5	0	.	.
MONTANA	Black or African American	7	18	9	.	.
MONTANA	Hispanic or Latino	12	16	13	.	.
MONTANA	Native Hawaiian or Other Pacific	0	0	0	.	.
MONTANA	Total	396	463	354	.	.
MONTANA	Two or more races	29	48	10	.	.
MONTANA	White	228	248	93	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	Female	173	273	131	.	.
MONTANA	Male	223	190	223	.	.
MONTANA	Total	396	463	354	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	10 years old	27	20	2	.	.
MONTANA	11 years old	20	10	2	.	.
MONTANA	12 years old	21	18	25	.	.
MONTANA	13 years old	41	48	32	.	.
MONTANA	14 years old	47	61	61	.	.
MONTANA	15 years old	77	89	80	.	.
MONTANA	16 years old	54	73	67	.	.
MONTANA	17 years old	57	56	83	.	.
MONTANA	18 years old	17	20	2	.	.
MONTANA	19 years old	0	2	0	.	.
MONTANA	20 years old	0	0	0	.	.
MONTANA	21 years old	0	0	0	.	.
MONTANA	3 through 5	7	9	0	.	.
MONTANA	6 years old	10	19	0	.	.
MONTANA	7 years old	5	13	0	.	.
MONTANA	8 years old	9	12	0	.	.
MONTANA	9 years old	4	13	0	.	.
MONTANA	Total	396	463	354	.	.

FAQ on Unduplicated Count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2020 through June 30, 2021.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
MONTANA	Earned a GED	1	.	1	.	3
MONTANA	Earned high school course credits	160	.	154	.	48
MONTANA	Enrolled in a GED program	8	.	4	.	7
MONTANA	Enrolled in job training courses/programs	31	.	19	.	10
MONTANA	Obtained employment	18	.	6	.	3
MONTANA	Obtained high school diploma	6	.	3	.	1
MONTANA	Were accepted and/or enrolled into post-secondary education	2	.	3	.	1

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
MONTANA	Earned a GED	.	.	.	.	.
MONTANA	Earned high school course credits	.	.	.	.	.
MONTANA	Enrolled in a GED program	.	.	.	.	.
MONTANA	Enrolled in job training courses/programs	.	.	.	.	.
MONTANA	Obtained employment	.	.	.	.	.
MONTANA	Obtained high school diploma	.	.	.	.	.
MONTANA	Were accepted and/or enrolled into post-secondary education	.	.	.	.	.

2.5.3.5 Academic Performance - Subpart 2

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

2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2020, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	More than one full grade	15	20	4	.	.
MONTANA	Negative change	19	15	0	.	.
MONTANA	No change	27	137	14	.	.
MONTANA	Total	134	221	32	.	.
MONTANA	Up to one full grade	73	49	14	.	.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2020, through June 30, 2021.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2020, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MONTANA	More than one full grade	10	15	7	.	.
MONTANA	Negative change	22	28	1	.	.
MONTANA	No change	23	122	14	.	.
MONTANA	Total	133	221	32	.	.
MONTANA	Up to one full grade	78	56	10	.	.

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$741,326
Safe and Healthy Students	\$522,709
Effective Use of Technology	\$153,664

Data Quality Comments

This data represents the number of LEAs who spent funds in a content area July 1, 2020 to June 30, 2021, as submitted through the OPI E-grants Management System Payments system where all FY2020 payment request were identified by content area. The Title IV-A Program Manager verified with school clerks or authorized representatives via email or the Title IV-A Program Report in the following two exceptions: 1) When dates of the payment request overlapped two 12-month reporting windows and 2) To identify the content area of expenditures for FY2019 payments that occurred between July 1, 2020 and Sept. 30, 2020 before the new system was in place. With relation to the business rules, note that LEAs transferred \$3,940,251 of FY2020 Title IV-A funds to other programs as shown in Indicator 2.7.2. An influx of ESSER and ARP funds in the 12-month window also impacted Title IV-A spending.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	69
Safe and Healthy Students	58
Effective Use of Technology	31
Any Content Area	93

Data Quality Comments

This data represents the number of LEAs who spent funds in a content area July 1, 2020 to June 30, 2021, as submitted through the OPI E-grants Management System, as described in Indicator 2.6.1. Of Montana's 369 Title IV-A eligible LEAs, 280 LEAs transferred funds, partially or fully, as noted in Indicator 2.7.3.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2020-21?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
280

Data Quality Comments

2.7.3 LEA Funds Transfers

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

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	129
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	280	0
Supporting Effective Instruction (Title II, Part A)	196	14

Data Quality Comments

In the table below provide the total amount of FY 2020 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$2,755,233
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$3,940,251	\$0
Supporting Effective Instruction (Title II, Part A)	\$5,871,001	\$420,177

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	42
Activities authorized under Part A of Title II	5
Activities authorized under Title III	.
Activities authorized under Part A of Title IV	6
Parental involvement activities	1

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

The objective of Title V, Part B, Subpart 2, Rural Education Achievement Program (REAP) is to ensure eligible LEAs have resources to meet statewide goals for student achievement, graduation, school quality and student success. The Montana Office of Public Instruction will support LEAs to use the funds in order to meet state interim and long term goals. Specific outcomes for the program include: " Alignment of resources to support student academic and behavioral needs. The Montana Office of Public Instruction website lists resources specific to Title V, Part B located at: <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Small-Rural-Schools> this includes webinars hosted by USED. " Increased student achievement and graduation/completer rates. The Montana Office of Public Instruction tracks student achievement through the Ed Facts files submitted to USED. The data analyst tracks the districts that receive Title V, Part B funds. The Montana Office of Public Instruction has interim assessments available to all districts in Montana the access to these interim assessments has shown positive results in year-end assessments. The Continuous School Improvement Plans show increased depth of knowledge of evidence-based school improvement practices and coherent approach to addressing school and district challenges. " Meeting improvement targets on state accountability indicators. The Montana Office of Public Instruction will provide targeted assistance to LEAs struggling to achieve program outcomes, which may include LEAs receiving funds for comprehensive school improvement. The Montana Office of Public Instruction offers a Comprehensive Needs Assessment to all districts which will indicate how LEAs can best target funds to support improvement. " Increased access to and participation in high-quality professional development for teachers in rural schools. The Montana Office of Public Instruction works closely with the RESAs to target professional learning to the specific needs of rural schools. RESAs have local, context-specific knowledge of the learning needs of educators in their region and maintain close contact with districts to ensure professional learning opportunities are aligned with school schedules and educator learning needs.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
The Montana Office of Public Instruction will provide technical assistance to LEAs in the proper use of REAP funds to meet program objectives. Through work sessions, participants will learn how to use the funds for activities under Title I, A; II, A; III, A; IV, A, or parent and family engagement activities, in alignment with their Continuous School Improvement Plans as well as the transferability of Title V, Part B funds. The Montana Office of Public Instruction will also provide targeted assistance to LEAs struggling to achieve program outcomes, which may include LEAs receiving funds for comprehensive school improvement.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
The Montana Office of Public Instruction LEAs do not compete but rather are entitled to funds if they meet the federal requirements. Awards are issued annually directly to LEAs on a formula basis. The Montana Office of Public Instruction uses the formula-based grant based on Average Daily Attendance which is calculated by taking the days present divided by the days enrolled by each student by district.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	4

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSAs AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSAs AFUA, under Section 5211 of the ESEA.
MONTANA	41	12

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

2/9/2022 1:56:07 PM