



gems

**Growth and Enhancement
of Montana Students**



Montana's
Statewide Longitudinal
Data System
(SLDS)

Agenda

- 15 min - Introductions
- 15 min - Overview
- 1 hour - Demonstrations
- 15 min - Break
- 45 min - Hands-on Analysis Labs
- 20 min - Future Plans
- 10 min - Questions

The GEMS Team



Montana
Office of Public Instruction
Denise Juneau, State Superintendent



Your Training Team



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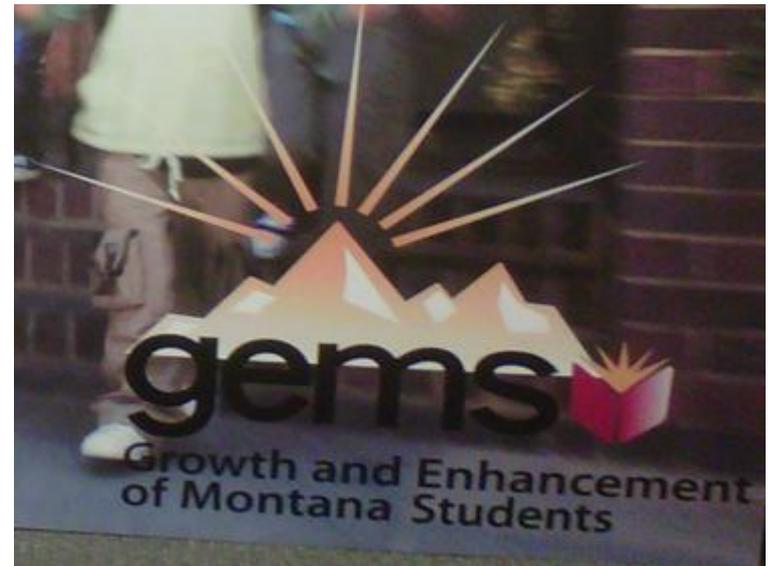
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Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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Overview

Growth and
Enhancement of
Montana
Students



*A “Data Warehouse”
project...
A “Statewide Longitudinal
Data System”...*

Origin and Rationale



Statewide Longitudinal Data Systems Grant Program
Designing, Developing, Implementing, & Using Longitudinal Data Systems to Improve Student Learning

... to help States, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.



U.S. Department of Education
Institute of Education Sciences

Data Warehousing in Education

WHAT IS A STATEWIDE LONGITUDINAL DATA SYSTEM?

A statewide longitudinal data system (SLDS) is a data system capable of tracking student information over multiple years in multiple schools. Montana's SLDS will integrate existing, transformed data extracted from multiple source systems such as AIM, MAEFAIRS, and Assessment, to name a few.

GEMS Platform Technology

BUSINESS USER EXPERIENCE



BUSINESS PRODUCTIVITY INFRASTRUCTURE



DATA INFRASTRUCTURE & BI PLATFORM



Delivered through a Familiar Interface

- Self-Service access & insight
- Data exploration & analysis
- Predictive analysis
- Data visualization
- Contextual visualization

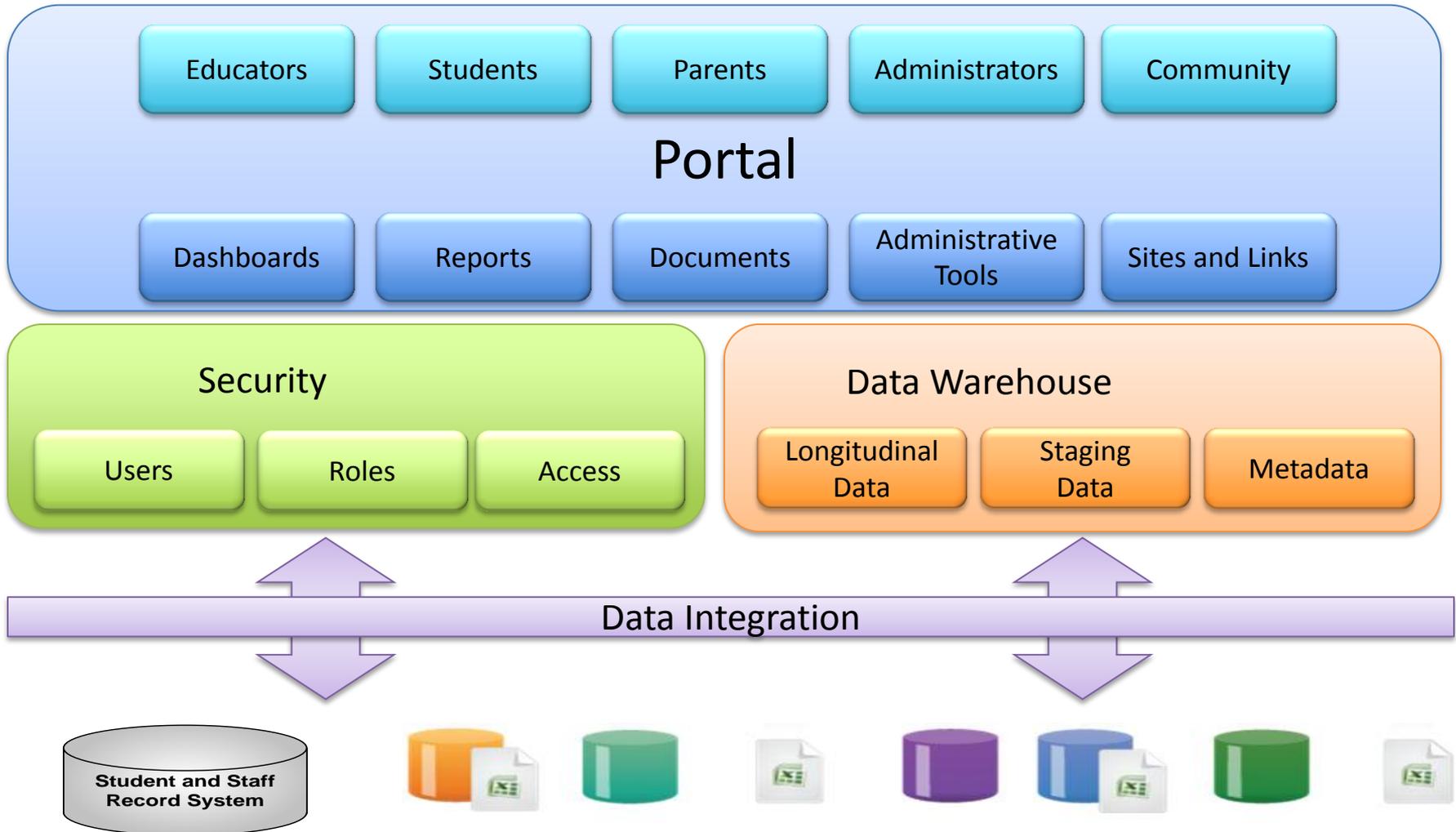
Business Productivity Infrastructure

- Dashboards & Scorecards
- Excel Services
- Web based forms & workflow
- Collaboration
- Search
- Content Management
- LOB data integration

Data Infrastructure & BI Platform

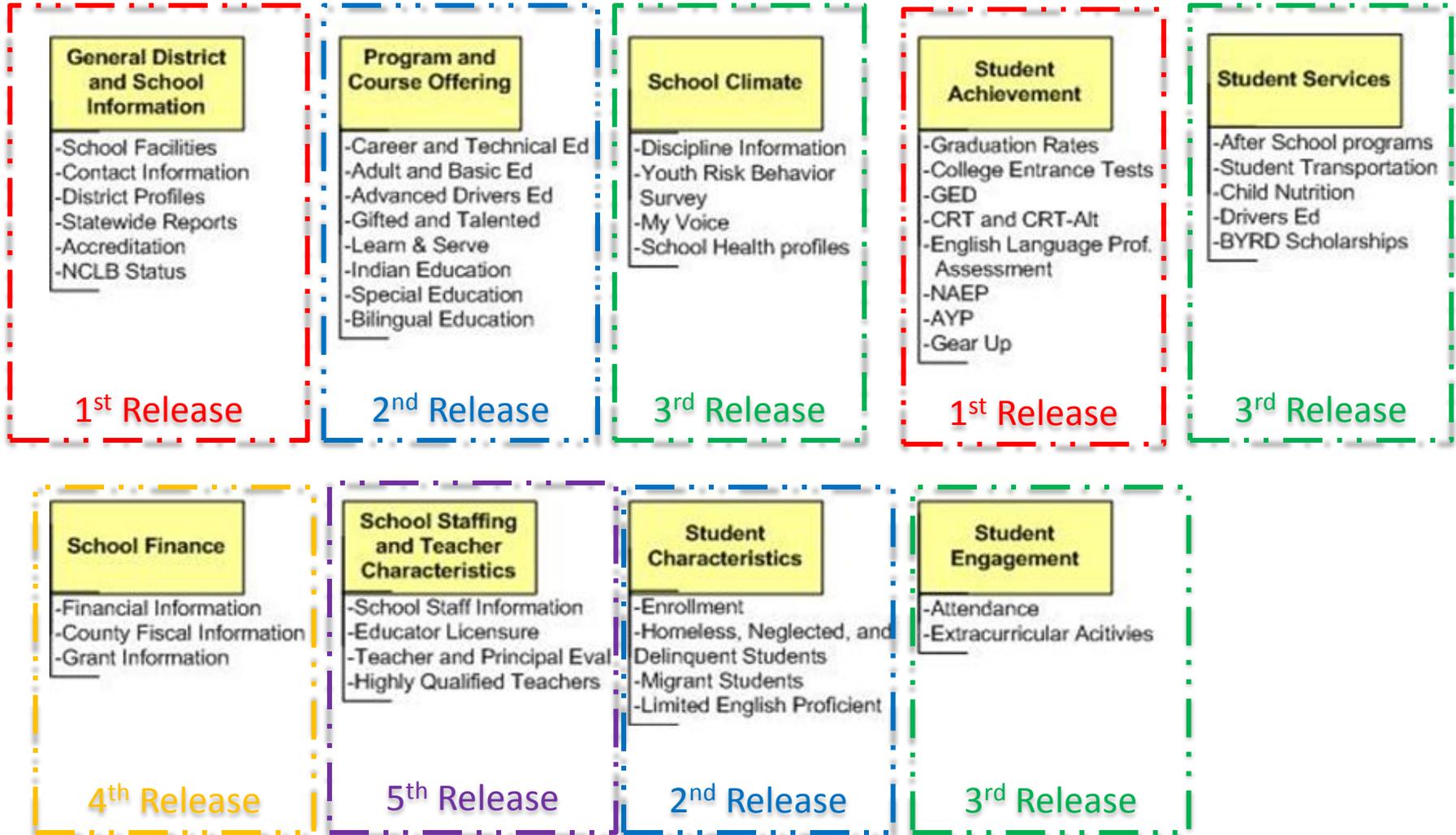
- Analysis Services
- Reporting Services
- Integration Services
- Data Mining
- Data Warehousing

GEMS Foundations

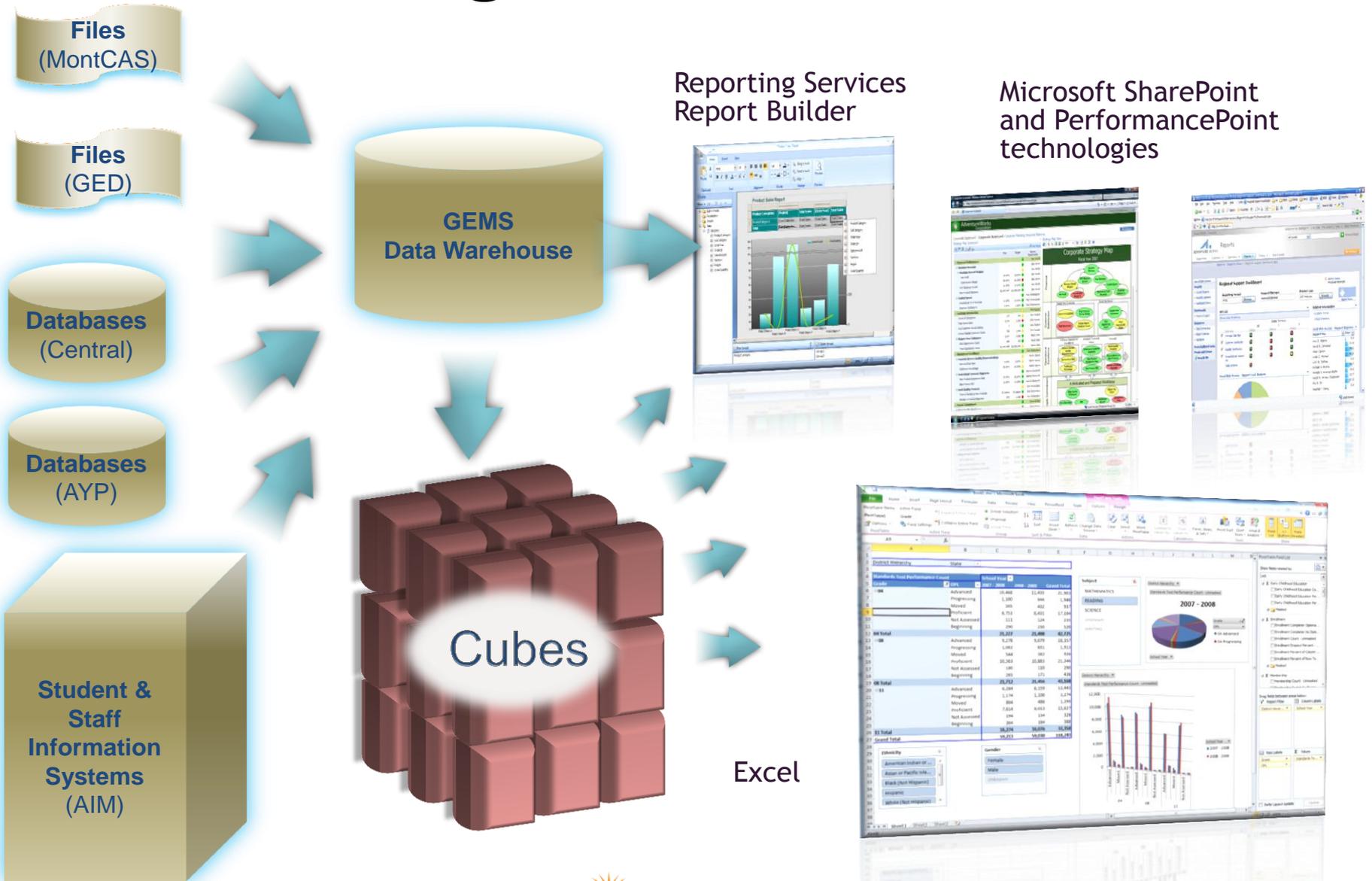


GEMS Project Scope & Schedule

GEMS Public Web Portal Categories and Subcategories



GEMS High Level Architecture



GEMS User Profiles

PARENTS



**SCHOOL
ADMINS**



**ANALYSTS &
RESEARCHERS**



TEACHERS

Demonstrations

<http://gems.opi.mt.gov>

The screenshot displays the GEMS website interface. At the top left is the Montana Office of Public Instruction logo with the text "opi.mt.gov" and "Denise Juneau, State Superintendent". To its right is the "gems" logo with "gems.opi.mt.gov" and "Growth and Enhancement of Montana Students". A search bar on the top right contains the text "Search this site...". Below the logos is a navigation menu with buttons for "I am interested in", "Reports & Data", "Find Schools", "Training Center", and "Contact Us".

Welcome

Welcome to the Montana Office of Public Instruction's GEMS Home Page.

This site provides resources and information about OPI's data collection tools, formats, and schedules. It also links to reports on student achievement, graduation rates, district education profiles, the National Assessment of Educational Progress (NAEP), and financial information reported by school district.

Find a School or School System

Search for Schools or School Systems

School System

Search fields: [] go | Select School or System [v] | Select City [v] | Select Type of School [v] | Select Grade [v] | go

School Results

Check boxes to compare schools

The search tool includes a map of Montana with various school districts labeled, such as Flathead, Helena, and Yellowstone. The map is powered by Bing.

PUBLIC PORTAL

[HTTP://GEMS.OPI.MT.GOV](http://GEMS.OPI.MT.GOV)

Common Navigation for All Users



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Information About:

- General School & District Information
- Program & Course Offerings
- School Climate
- Student Achievement**
- Student Services
- School Finance
- School Staffing & Teacher Characteristics
- Student Characteristics
- Student Engagement

Student Achievement:



Look here for resources and information regarding standards, standardized test scores, and progress towards state and federal accountability goals. Information includes federal adequate yearly progress (AYP) reports.

Overview

- Student Achievement Dashboard

Accountability

- Adequate Yearly Progress (AYP) Improvement Status
- Adequate Yearly Progress (AYP) Trends

Graduation

- Adequate Yearly Progress (AYP) Graduation Rate Trends

Statewide Assessment

- Definition of "Proficient" for ELP Assessments
- MontCAS (CRT) Proficiency Comparisons by Subgroup
- MontCAS (CRT) Proficiency Trends

National Assessment

- General Educational Development (GED) Results by Age
- National Assessment of Educational Progress (NAEP)

Page!

student achievement, assessment of Educational district. Please note that will be added throughout

the page, or visit the

 **System** 





Tools for Casual Users

Map and comparison tool for parents, concerned citizens, and people considering moving into a district



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Welcome

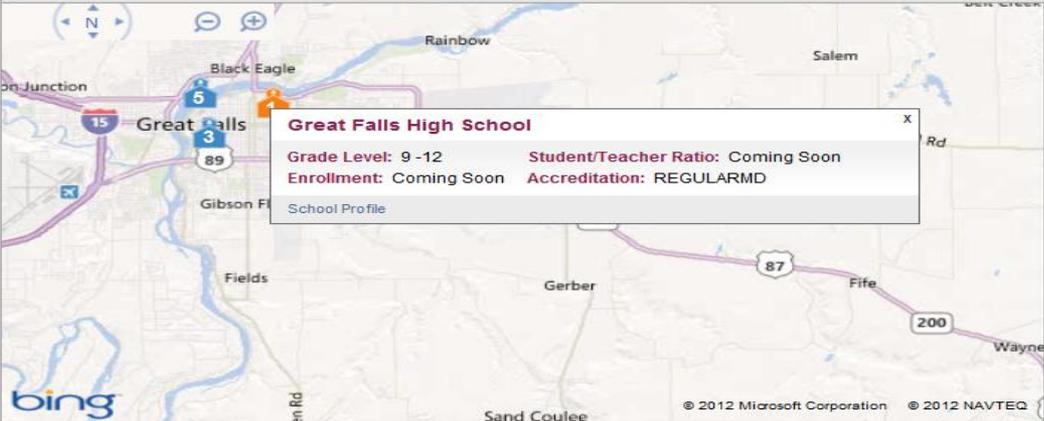
Welcome to the Montana Office of Public Instruction's GEMS Home Page!

This site provides access to data and interactive reports on student achievement, graduation rates, district education profiles, the National Assessment of Educational Progress (NAEP), and financial information reported by school district. Please note that GEMS is currently under construction and new content areas will be added throughout 2012.

To get started, use the map below, explore the menu at top of the page, or visit the [Training Center](#) to view a tutorial.

Find a School or School System | Search for Schools or School Systems | School  System 

 | | | |



Great Falls High School
Grade Level: 9 -12 Student/Teacher Ratio: Coming Soon
Enrollment: Coming Soon Accreditation: REGULARMD
[School Profile](#)

School Results

Check boxes to compare schools

- Great Falls High School**
1900 2nd Avenue South, Great Falls, MT, 59405
(406) 268-6250
[School Profile](#)
- Great Falls Cent Cath HS**
2800 18th Avenue South, Great Falls, MT, 59405
(406) 216-3344
[School Profile](#)
- Great Falls Public Schls**
1100 4th St So, Great Falls, MT, 59405
(406) 268-6051
Great Falls Elem - [District Profile](#)
Great Falls H S - [District Profile](#)
[Email](#)
- Great Beginnings**
Unknown Address, Bozeman, MT, 59715

Tools for Casual Users, continued

Map and comparison tool for parents, concerned citizens, and people considering moving into a district



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Find Schools

Map of Montana Schools

Side-by-Side Comparison

School Directory

School Profile

School District Profile

GEMS Secure > Find Schools > Side-by-Side Comparison

Side-by-Side Comparison

You can compare any schools or districts throughout the entire state of Montana. To begin, just select a school or district from the dropdown list and click 'Add'. To remove any school or district, just click 'Remove'. To clear your list (i.e., start over) or return to the map tool, click on the appropriate link below:

[Clear Your List](#) [Return to the Map](#)

Billings West High School

Billings, MT

[View Profile](#)

✗ Remove

Billings Sr High School

Billings, MT

[View Profile](#)

✗ Remove

Skyview High School

Billings, MT

[View Profile](#)

✗ Remove

Capital High School

Helena, MT

[View Profile](#)

✗ Remove

Capital High School

Helena, MT

[View Profile](#)

✗ Remove

Add a School/District
Remove items from list to switch between schools / districts

School District

Select a School

[Add](#)

CRT Assessment Status
School/District Characteristics
Program & Course Offerings
Financials

CRT Assessment - Percent of Students Meeting or Exceeding Standards

Grade/Subject	Billings West High School	Billings Sr High School	Skyview High School	Capital High School	Capital High School
10th Grade - Mathematics					
All Students (Including ELL and Sp Ed)	70.52%	63.12%	63.28%	56.00%	56.00%
Male Students	72.27%	66.48%	67.04%	54.88%	54.88%
Female Students	68.56%	60.19%	59.43%	57.14%	57.14%
American Indian/Alaskan Native	33.33%	45.45%	33.33%	30.77%	30.77%
Asian or Pacific Islander	*	*	*	*	*
White, Non-Hispanic	74.94%	71.21%	71.54%	59.07%	59.07%
Black, Non-Hispanic	*	*	*	*	*
Hispanic	60.00%	68.18%	33.33%	*	*
Students Eligible for Free or Reduced Lunch	50.77%	53.76%	50.00%	27.08%	27.08%
Students served in Migrant Program	*	*	*	*	*
Special Education Students	*	*	*	*	*
English Language Learners	*	*	*	*	*

DISTRICT AND SCHOOL PROFILES

The Pathways to Excellence Program is part of Senate Bill 329 which was passed by the 2011 Legislature.

Section 4.2 of Senate Bill 329 states that:

OPI must develop a publicly available data system that displays an *educational data profile* for each school district. At a minimum, include:

- Contact information and link to district website
- State criterion-referenced testing results
- Program and course offerings
- Student enrollment and demographics by grade level
- Graduation rates



I am interested in

Reports & Data

Find Schools

Training Center

Contact Us

Find Schools

- Map of Montana Schools
- Side-by-Side Comparison
- School Directory

School Profile

- School District Profile

GEMS Secure > Find Schools > School Profile

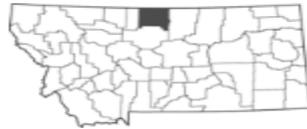
School Profile

Select School...

[Detail Report / Print Page](#)

Havre High School

[Data Definitions & Explanations](#)



District: Havre High School County: Hill
 Grades Served: 9 -12 Grade Type: High School
 Sector: PUBLIC Accreditation: ADVICE
 Email: Web Site: havre.k12.mt.us
 Phone: (408)265-8731 Address: 900 18th Street
 Havre, 59501

CRT & ESEA

School Characteristics

Programs & Course Offerings

Financials

Criterion-Referenced Test

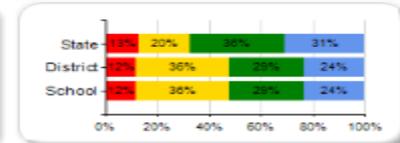
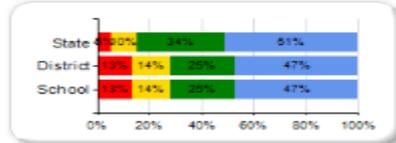
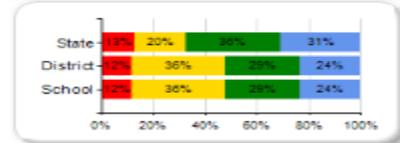
[more >](#)

1 of 1 100% Find | Next

CRT Reading Proficiency Level			
Performance Level	State	District	School
Advanced	31%	24%	24%
Proficient	36%	29%	29%
Nearing Proficiency	20%	36%	36%
Novice	13%	12%	12%

CRT Mathematics Proficiency Level			
Performance Level	State	District	School
Advanced	51%	47%	47%
Proficient	34%	25%	25%
Nearing Proficiency	10%	14%	14%
Novice	5%	13%	13%

CRT Science Proficiency Level			
Performance Level	State	District	School
Advanced	31%	24%	24%
Proficient	36%	29%	29%
Nearing Proficiency	20%	36%	36%
Novice	13%	12%	12%



Advanced Proficient Nearing Proficiency Novice

Adequate Yearly Progress

[more >](#)

1 of 1 100% Find | Next

	State of Montana	District	School
Over All	8th Year identified for Improvement	1st Year identified for Corrective Action	1st Year identified for Corrective Action
Reading	8th Year identified for Improvement	1st Year identified for Improvement	1st Year identified for Improvement
Math	8th Year identified for Improvement	1st Year identified for Corrective Action	1st Year identified for Corrective Action
Graduation Rate	1st Year identified for Improvement	1st Year did not make AYP (Watch List)	1st Year did not make AYP (Watch List)
Attendance Rate	Made AYP	Not Applicable	Not Applicable

Data as of: 12/07/2011

Last Modified: Monday, 21-Nov-2011 08:18:08 MDT

"The Montana Office of Public Instruction provides vision, advocacy, support and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities."



School Profile Detail Report



Havre High School - 1450

School Profile



Adequate Yearly Progress	School	District
Reading	1st Year Identified for Improvement	1st Year Identified for Improvement 8th Year
Math	1st Year Identified for Corrective Action	1st Year Identified for Corrective Action 8th Year
Attendance Rate	Not Applicable	Not Applicable
Graduation Rate	1st Year did not make AYP (Watch List)	1st Year did not make AYP (Watch List) 1st Year
Over All	1st Year Identified for Corrective Action	1st Year Identified for Corrective Action 8th Year

State Assessment Performance -- % of Students Performing At Or Above Proficient - District Assmnt Actblty

Content Area	Grade Level	All	American Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native or Is
Mathematics	Grade 10	50%	25%	N/A	*	70%	
Reading	Grade 10	70%	56%	N/A	*	80%	

GAP Analysis State Assmtn Performance -- Difference in % Students Performing At or above Proficient Level

Content Area	Grade Level	Econ Dis - ALL Students	LEP - ALL Students	Black - White	Hispanic - White
Mathematics	Grade 10	-15%	*	*	17%
Reading	Grade 10	7%	*	*	9%

State Assessment Performance -- % of Students Performing At Or Above Proficient - District Assmnt Actblty

Content Area	Grade Level	Economically Disadvantaged	Disability
Mathematics	Grade 10	35%	17%
Reading	Grade 10	76%	17%

Graduates and Drop Outs

	Graduates
All students	70%
White	79%
Black	*

Dashboards

Dashboards for higher level views on Student Achievement allowing for open path drill downs into specific areas of interest for users on certain dashboards



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Overview
GEMS > Student Achievement > Student Achievement Dashboard
[Dashboard Help](#) [View a Dashboard Demo](#)

Student Achievement Dashboard

Accountability

- Adequate Yearly Progress (AYP) Improvement Status
- Adequate Yearly Progress (AYP) Preliminary Report
- Adequate Yearly Progress (AYP) Trends

Statewide Assessment

- Definition of "Proficient" for ELP Assessments
- MontCAS (CRT) Proficiency Comparisons by Subgroup
- MontCAS (CRT) Proficiency Levels and Scale Scores
- MontCAS (CRT) Proficiency Trends
- MontCAS (CRT) Student Trends

Graduation

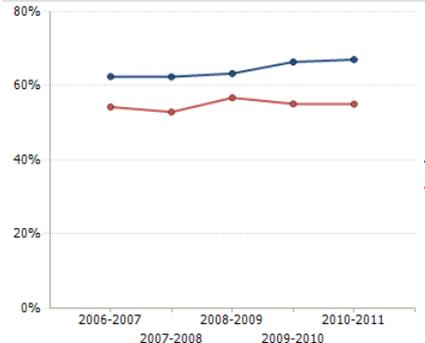
- Adequate Yearly Progress (AYP) Graduation Rate Trends

National

Student Achievement Dashboard : [MontCAS \(CRT\)](#) | [Adequate Yearly Progress \(AYP\)](#) | [NAEP](#) | [Graduation Rates](#)

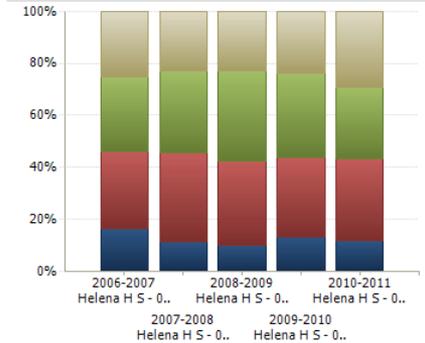
Year: 2010-2011 | Districts and Schools: State, Helena H S - 0488

CRT Mathematics At or Above Proficiency Trends



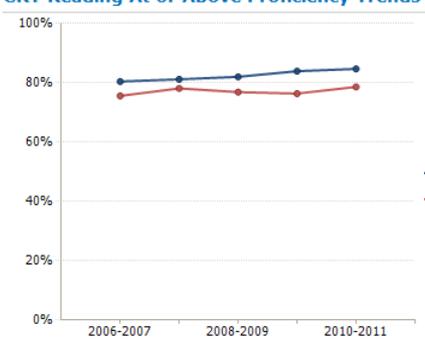
Year	State (%)	Helena H S - 0488 (%)
2006-2007	62	54
2007-2008	62	53
2008-2009	63	56
2009-2010	66	55
2010-2011	67	55

CRT Mathematics Performance Level Trends



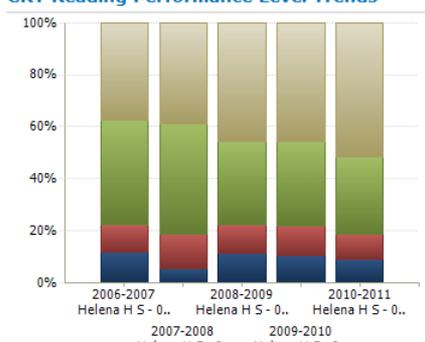
Year	Novice %	Nearing Prof... %	Proficient %	Advanced %
2006-2007 Helena H S - 0..	15	28	27	30
2007-2008 Helena H S - 0..	12	30	32	26
2008-2009 Helena H S - 0..	10	32	35	23
2009-2010 Helena H S - 0..	12	28	32	28
2010-2011 Helena H S - 0..	12	28	28	32

CRT Reading At or Above Proficiency Trends



Year	State (%)	Helena H S - 0488 (%)
2006-2007	80	75
2007-2008	81	78
2008-2009	82	76
2009-2010	84	76
2010-2011	85	78

CRT Reading Performance Level Trends



Year	Novice %	Nearing Prof... %	Proficient %	Advanced %
2006-2007 Helena H S - 0..	12	10	40	38
2007-2008 Helena H S - 0..	10	12	42	36
2008-2009 Helena H S - 0..	10	12	42	36
2009-2010 Helena H S - 0..	10	12	42	36
2010-2011 Helena H S - 0..	10	12	42	36

CRT Science At or Above Proficiency Trends

CRT Science Performance Level Trends



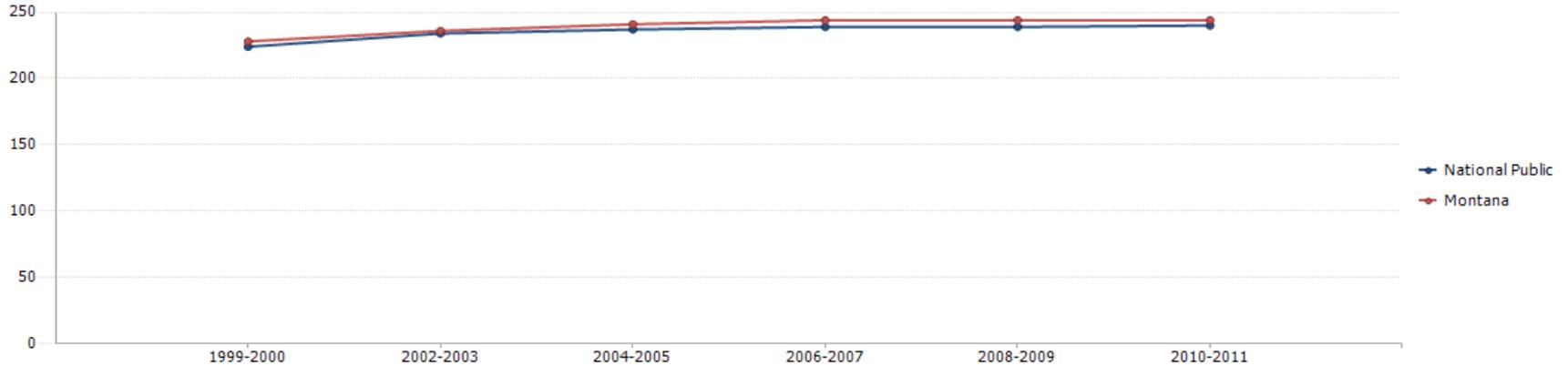
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NAEP Dashboard

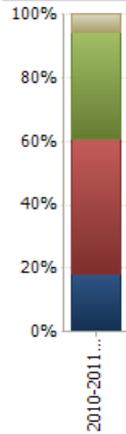
Content Area: **Mathematics** Grade Level: **Grade 4** NAEP Groups: **All students**

Average Scaled Scores for State/Jurisdiction and Nation

Measures: **Calc Average Scaled Score - NAEP Assessment - Masked**, NAEP Group Subgroup Hierarchy: **All students**, Assessment Grade Level: **Grade 4**, Content Area: **Mathematics**

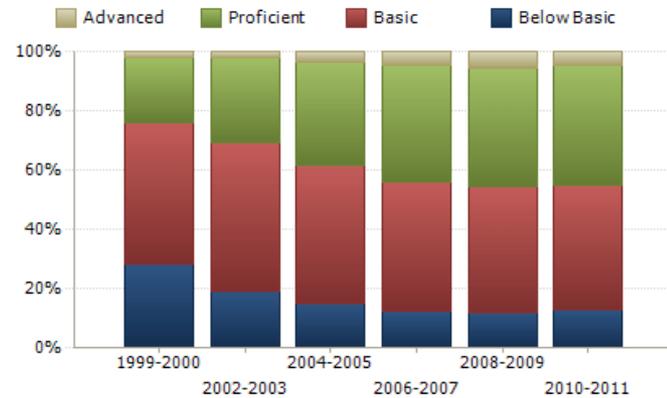


National %



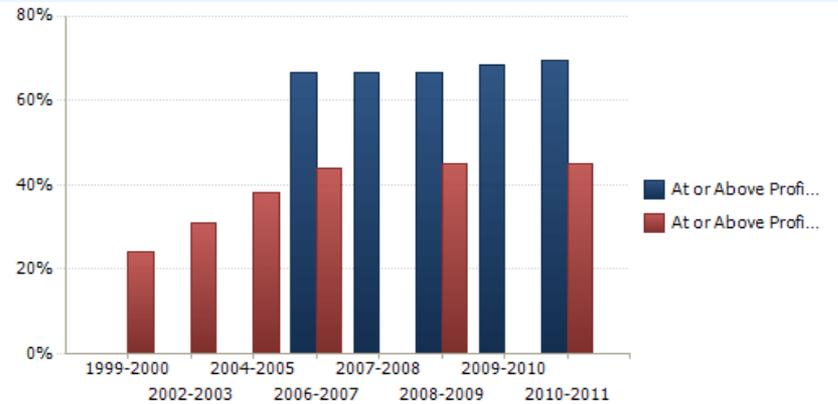
Montana Achievement Level Percentages

Measures: **Performance Level Percentage**, Jurisdiction Hierarchy: **Montana**



Compare CRT and NAEP At or Above Proficiency Percentage

Jurisdiction Hierarchy: **Montana**, NAEP Group Subgroup Hierarchy: **All students**, Assessment Grade Le...



Student Achievement Dashboard

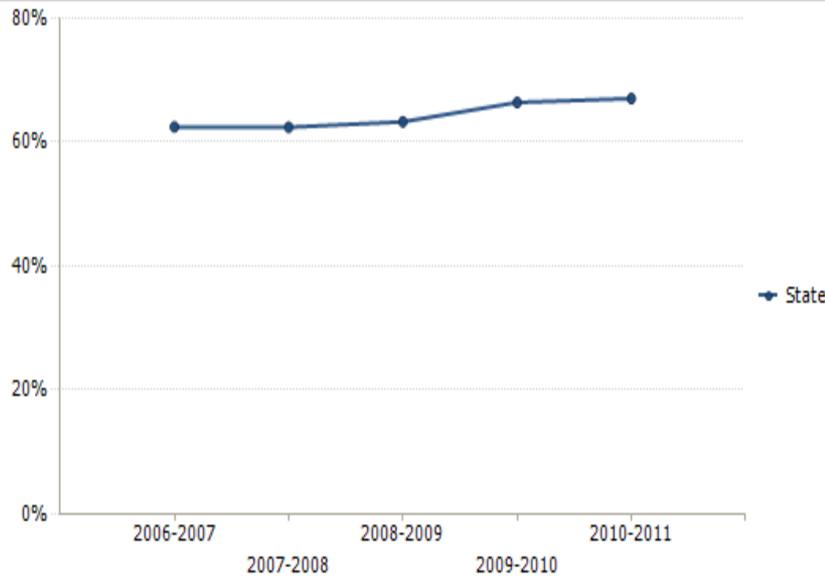
GEMS > Student Achievement > Student Achievement Dashboard

[Dashboard Help](#) [View a Dashboard Demo](#)

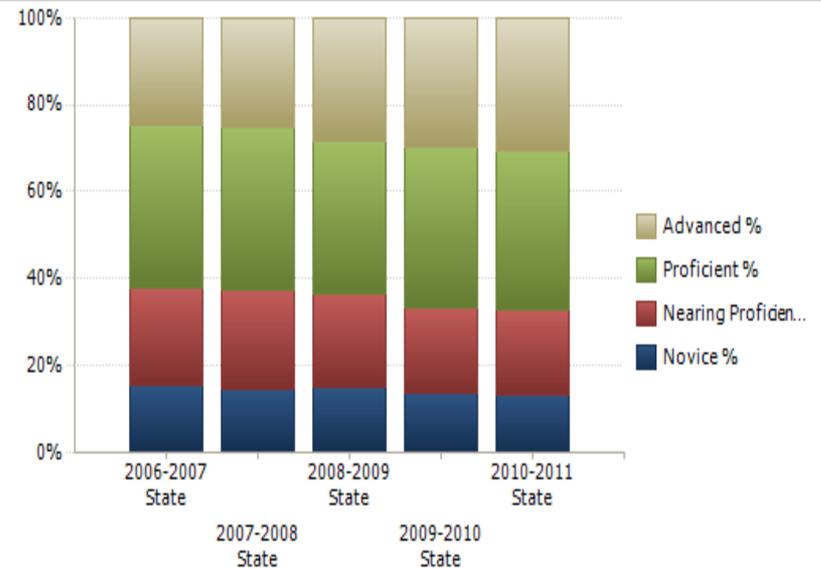
Student Achievement Dashboard : **MontCAS (CRT)** | [Adequate Yearly Progress \(AYP\)](#) | [NAEP](#) | [Graduation Rates](#)

Year: Districts and Schools: **State**

CRT Mathematics At or Above Proficiency Trends



CRT Mathematics Performance Level Trends



CRT Reading At or Above Proficiency Trends



CRT Reading Performance Level Trends

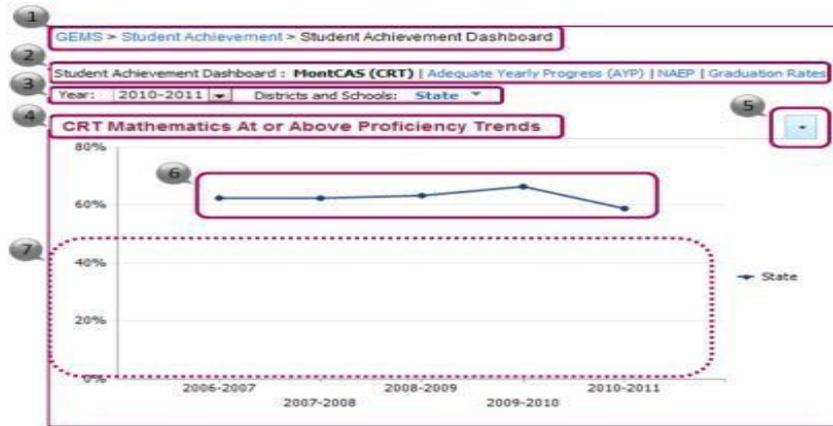


Student Achievement Dashboard – Help Document

How to Use Dashboard Charts

The GEMS dashboards pack data and functionality into a small area. Here are the top five tips, tricks, and tidbits to get you creating customized charts/graphs in no time:

1. Discover the dashboard.



1. **Breadcrumb:** Unlike Hansel and Gretel, these breadcrumbs will tell you exactly where you are and a click can get you back home.
2. **Available Dashboard Choices:** Different dashboards can be accessed by clicking on a name.
3. **Parameter:** Customizes what information is displayed on the dashboards.
4. **Title:** When clicked, it will maximize the chart/graph into the current window.
5. **Viewing Button:** The button is visible only when the mouse is in an individual chart/graph section. A powerful mini menu appears containing:
 - a. Open in New Window—ease of data manipulation, viewing, and printing while allowing exiting of window without exiting GEMS
 - b. Reset View—necessary to get back to original dashboard after experimenting
 - c. Export to PowerPoint or Excel—create professional document and ease of printing
6. **Data Element:** The line in a chart or bar in a graph. Using a mouse with the following actions will give you the following results:

Student Achievement Dashboard – Help Video

GEMS Online Training

What are Data Analysis Dashboards? Back Next Page 15 of 18

What are Data Analysis Dashboards?

Data Analysis Dashboards allows users to draw from a large amount of data to create customized charts and graphs.

Flexible Features in Data Analysis Dashboards:

- Information can be filtered and "drilled down"
- Formats can be changed
- Data can be exported into numerous formats



The screenshot displays the Student Achievement Dashboard interface. At the top, there is a navigation bar with the Montana Office of Public Instruction logo and the GEMS logo. Below the navigation bar, there is a sidebar menu with categories like Accountability, Statewide Assessment, and Graduation. The main content area features four charts: CRT Mathematics At or Above Proficiency Trends (line chart), CRT Mathematics Performance Level Trends (stacked bar chart), CRT Reading At or Above Proficiency Trends (line chart), and CRT Reading Performance Level Trends (stacked bar chart). The charts show data for the years 2008-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011. A video player interface is visible at the bottom of the screenshot, showing a progress bar at 00:10 out of 00:25.

Student Achievement Dashboard - Pages



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Overview [GEMS > Student Achievement > Student Achievement Dashboard](#) [Dashboard Help](#) [View a Dashboard Demo](#)

Student Achievement Dashboard

Student Achievement Dashboard : **MontCAS (CRT)** | [Adequate Yearly Progress \(AYP\)](#) | [NAEP](#) | [Graduation Rates](#)

Year: Districts and Schools: [State](#)

Accountability

Adequate Yearly Progress (AYP) Improvement Status

CRT Mathematics At or Above Proficiency Trends



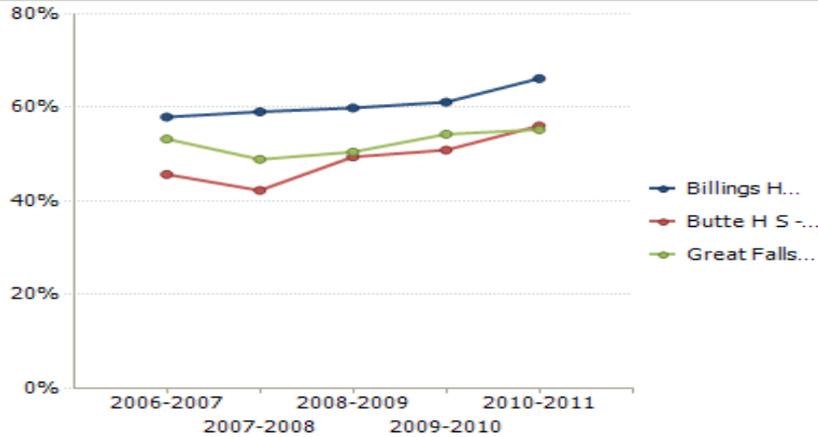
CRT Mathematics Performance Level Trends



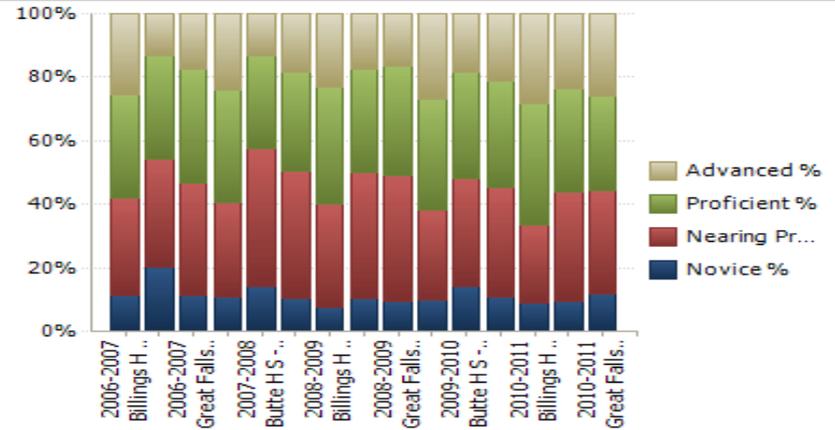
Student Achievement Dashboard – MontCAS (CRT)

Year: Districts and Schools:

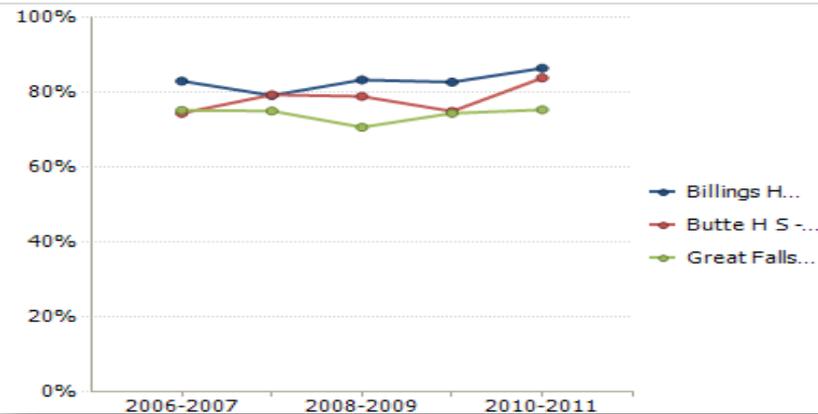
CRT Mathematics At or Above Proficiency Trends



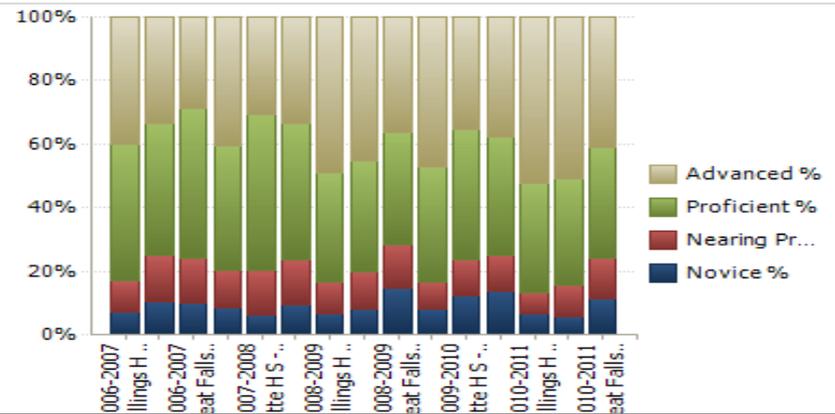
CRT Mathematics Performance Level Trends



CRT Reading At or Above Proficiency Trends



CRT Reading Performance Level Trends



Student Achievement Dashboard – AYP

Adequate Yearly Progress Status

Year: State/District/School: [View Report](#)

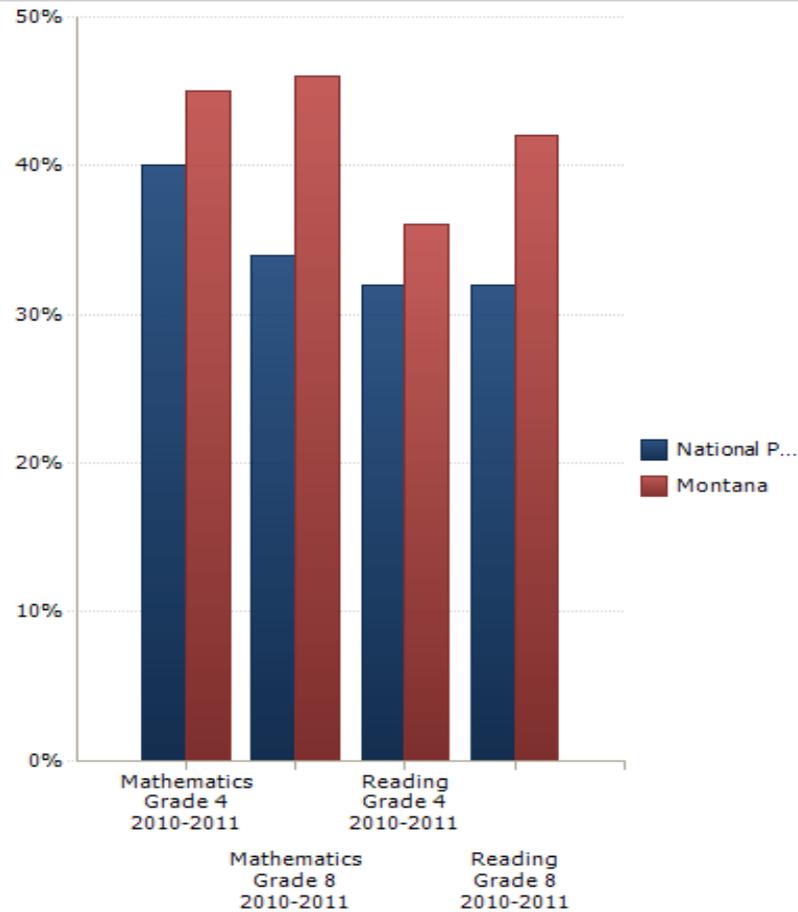
1 of 1 Find | Next

	State
OverAll	8th Year Identified for Improvement
Reading	8th Year Identified for Improvement
Math	8th Year Identified for Improvement
Graduation Rate	1st Year Identified for Improvement
Attendance Rate	Made AYP

Student Achievement Dashboard – NAEP

Year: NAEP Groups:

NAEP At or Above Proficient Percentage Chart



NAEP Performance Percentages

Content Area, Assess...	At or Above Proficient - ...		At or Above Basic - NAEP	
	National Pub...	Montana	National Pub...	Montana
Mathematics				
Grade 4	40%	45%	82%	87%
Grade 8	34%	46%	72%	83%
Reading				
Grade 4	32%	36%	66%	73%
Grade 8	32%	42%	75%	86%

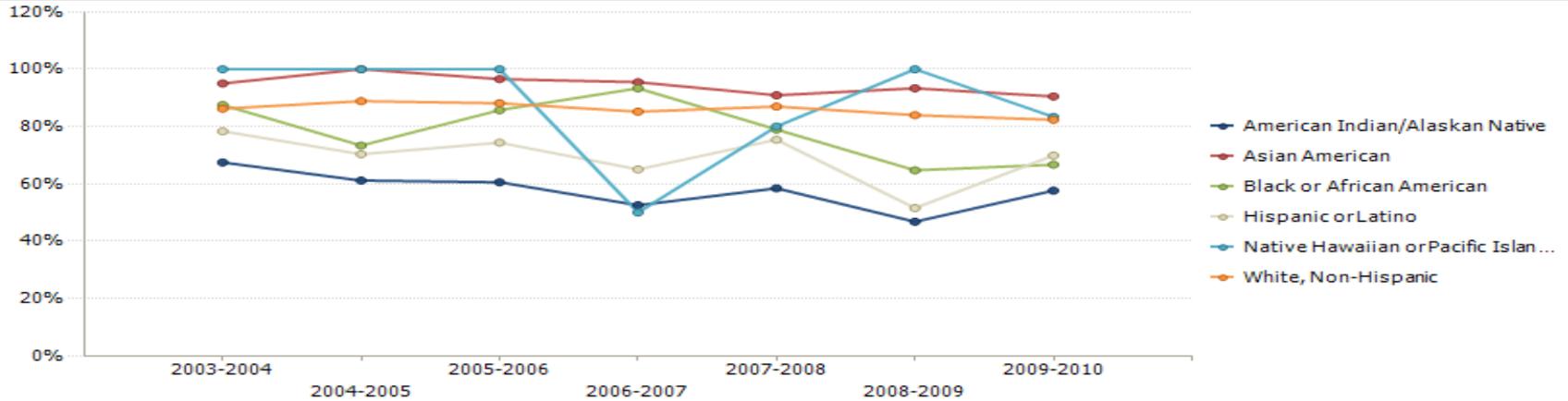
Student Achievement Dashboard – Graduation Rates

Year:

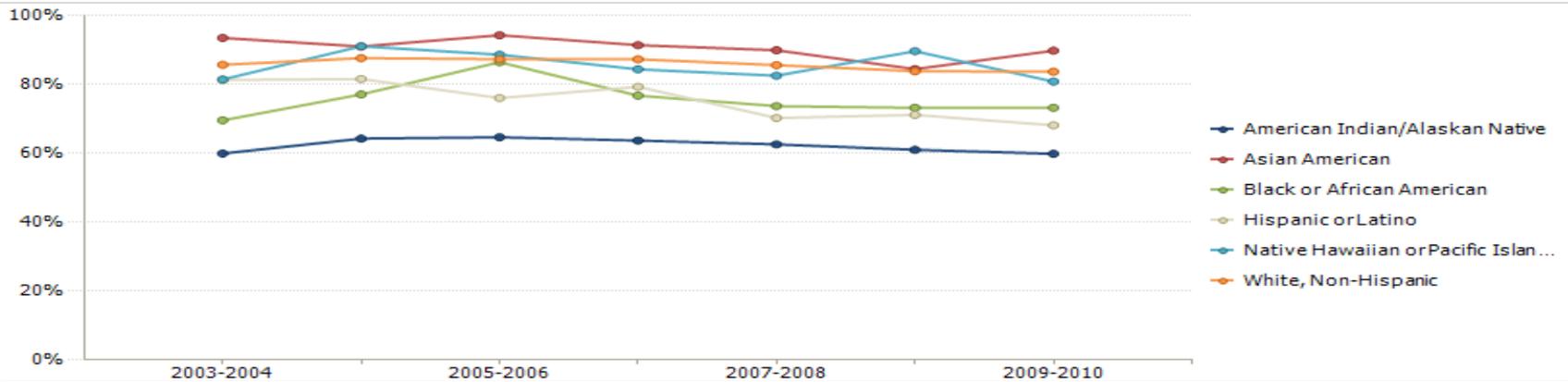
Districts:

Schools:

Cohort Graduation Rate Trends by Ethnicity - District



Cohort Graduation Rate Trends by Ethnicity - State



Parameter Based Reporting

Parameter Based Reports for district admins, curriculum designers, OPI analysts, researchers, legislators



Montana Office of Public Instruction
Denise Juneau, State Superintendent

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Growth and Enhancement of Montana Students

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Overview

Student Achievement Dashboard

Accountability

Adequate Yearly Progress (AYP) Improvement Status

Adequate Yearly Progress (AYP) Preliminary Report

Adequate Yearly Progress (AYP) Trends

Statewide Assessment

Definition of "Proficient" for ELP Assessments

MontCAS (CRT) Proficiency Comparisons by Subgroup

MontCAS (CRT) Proficiency Levels and Scale Scores

MontCAS (CRT) Proficiency Trends

MontCAS (CRT) Student Trends

Graduation

Adequate Yearly Progress (AYP) Graduation Rate Trends

GEMS Secure > Student Achievement > MontCAS (CRT) Proficiency Trends

MontCAS (CRT) Proficiency Trends

Year: District/School: View Report

Grade: Gender:

Content Area: Ethnicity:

Economically Disadvantaged: Limited English Proficiency:

Special Education: Alternate Assessed:

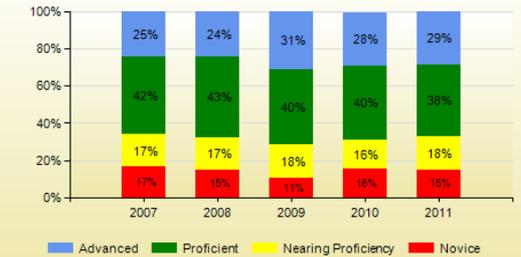
1 of 1 100% Find | Next

[Data Definition & Explanations](#)

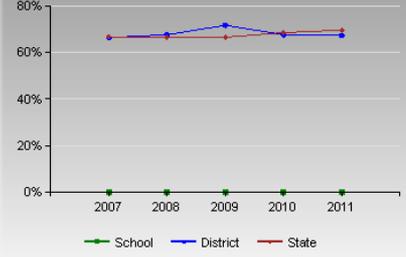
Year	Advanced		Proficient		Nearing Proficiency		Novice	
	State	District	State	District	State	District	State	District
2007	25.02%	24.57%	41.62%	41.67%	18.94%	17.19%	16.34%	16.56%
2008	26.65%	24.14%	39.98%	43.40%	18.82%	17.33%	14.35%	15.00%
2009	27.63%	31.35%	38.90%	40.25%	18.12%	17.75%	15.11%	10.58%
2010	31.56%	28.28%	37.00%	39.77%	17.21%	15.60%	14.02%	15.51%
2011	31.01%	28.77%	38.00%	38.44%	16.68%	18.20%	13.57%	14.56%

Year	At or Above Proficient	
	State	District
2007	66.61%	66.25%
2008	66.49%	67.47%
2009	66.38%	71.54%
2010	68.38%	67.47%
2011	69.49%	67.19%

Billings Elem - 0965 Proficiency Trends Chart



Percent of Students at or above



AYP Improvement Status

Adequate Yearly Progress (AYP) Improvement Status

School Year

State/District/School

[View Report](#)

1 of 2 ? Find | Next

[Data Definition & Explanations](#)

A school or district is in improvement status if they failed to make adequate yearly progress (AYP) for two consecutive years. AYP is measured using Montana's required 3rd-8th, and 10th grade reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, free/reduced meal participation, students with disabilities, and limited English proficiency.

NAME	District	Code	Level	Indicators	Description
All State Montana	All District	0000	State	Reading	Made AYP
All State Montana	All District	0000	State	Math	Made AYP
All State Montana	All District	0000	State	Attendance Rate	Made AYP
All State Montana	All District	0000	State	Org Improvement	Made AYP
All State Montana	All District	0000	State	Graduation Rate	Small Schools Accountability Process
Absarokee Elem	Absarokee Elem	0861	District	Reading	Made AYP
Absarokee 7-8	Absarokee 7-8	1775	School	Reading	Made AYP
Absarokee School	Absarokee School	1125	School	Reading	Made AYP
Absarokee Elem	Absarokee Elem	0861	District	Math	Made AYP
Absarokee 7-8	Absarokee 7-8	1775	School	Math	Made AYP
Absarokee School	Absarokee School	1125	School	Math	Made AYP
Absarokee Elem	Absarokee Elem	0861	District	Attendance Rate	Made AYP
Absarokee 7-8	Absarokee 7-8	1775	School	Attendance Rate	Made AYP
Absarokee School	Absarokee School	1125	School	Attendance Rate	Made AYP
Absarokee Elem	Absarokee Elem	0861	District	Org Improvement	Made AYP
Absarokee 7-8	Absarokee 7-8	1775	School	Org Improvement	Made AYP
Absarokee School	Absarokee School	1125	School	Org Improvement	Made AYP
Absarokee H S	Absarokee H S	0862	District	Reading	Small Schools Accountability Process
Absarokee High School	Absarokee High School	1126	School	Reading	Small Schools Accountability Process
Absarokee H S	Absarokee H S	0862	District	Math	Small Schools Accountability Process
Absarokee High School	Absarokee High School	1126	School	Math	Small Schools Accountability Process
Absarokee H S	Absarokee H S	0862	District	Attendance Rate	Small Schools Accountability Process

AYP Trends

Adequate Yearly Progress (AYP) Trends

Year State/District/School

1 of 1 Find | Next

[Data Definition & Explanations](#)

Adequate Yearly Progress Status Information, School Year 2010-2011

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of 6 AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Each student group must meet the following requirements.

Schools and districts that meet the required minimum N of 30 for the 'All Students' group are evaluated using statistical methods. Making AYP using this method requires achieving all of the following objectives:

Reading Proficiency Score: School or district proficiency is determined by calculating the percent of students that scored proficient and above on the MontCAS Phase 2 Criterion-Referenced test plus a 95% confidence interval. The target for 2011 testing is 84.4% proficient or above.

Reading Test Participation Rate: A minimum of 95% of all enrolled students must take the test for all groups with at least 40 students.

Math Proficiency Score: School or district proficiency is determined by calculating the percent of students that scored proficient and above on the MontCAS Phase 2 Criterion-Referenced test plus a 95% confidence interval. The target for 2011 testing is 70% proficient or above.

Attendance Rate: Elementary and middle schools (and districts containing these grades) must have an 80% attendance rate (or improvement toward that goal). Attendance is based on total enrollment, not just the tested grades.

Math Test Participation Rate: A minimum of 95% of all enrolled students must take the test for all groups with at least 40 students.

Graduation Rate: High schools (and districts containing these grades) must show an 85% graduation rate (or 2 percentage points of improvement toward that goal). Graduation rate, unlike the rest of the data in this report card, is based on data from the previous year due to the time of year the data is collected.

NOTE~ In some instances, lower indicator rates are allowed if the school or district meets certain requirements. Click here for a listing of allowed exceptions. This link does not work, let's delete this sentence.

Chart Key:

NA = Not applicable or count of students in this group is 0.

* = One of the following:

- Count of students in this group is less than 30 and not used for this AYP determination.
- Reading and Math Percent Proficient - Count of students in this group is less than 30 and not used for this AYP determination.
- Reading and Math Participation Rate - Count of tested students minus students taking the regular Math or Reading test with non standard accommodations in this group is less than 30.

Small Schools Accountability Process- In cases where the 'All Students' group does not meet the required minimum N (30), the school or district is deemed to not have enough data points to evaluate using statistical methods alone and is evaluated using Small Schools Accountability Process (SSAP). The SSAP is based on several significant quantitative and qualitative factors. These factors include the Criterion-Referenced Test scores (CRT), the Effectiveness Report of the Five-Year Comprehensive Education Plan, CRT improvement, and attendance or graduation rate.

State	Reading			Math			Attendance Rate			Graduation Rate			Over All		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
	6th Year Identified for Improvement	7th Year Identified for Improvement	8th Year Identified for Improvement	6th Year Identified for Improvement	7th Year Identified for Improvement	8th Year Identified for Improvement	Made AYP	Made AYP	Made AYP	Made AYP	1st Year did not make AYP (Watch List)	1st Year Identified for Improvement	6th Year Identified for Improvement	7th Year Identified for Improvement	8th Year Identified for Improvement

Subgroup Name	2008-2009		2009-2010		2010-2011		2008-2009		2009-2010		2010-2011		2008-2009	2009-2010	2010-2011
	Reading	Reading Part Rate	Reading	Reading Part Rate	Reading	Reading Part Rate	Math	Math Part Rate	Math	Math Part Rate	Math	Math Part Rate	Attendance	Attendance	Attendance
Unknown	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All students	82%	99%	84%	100%	85%	99%	64%	99%	67%	100%	68%	99%	95%	94%	95%
White	86%	99%	88%	100%	88%	100%	68%	99%	72%	100%	72%	100%	*	*	*
Black	81%	99%	82%	100%	82%	99%	56%	100%	57%	100%	60%	99%	*	*	*

Definition of ELP for Assessments



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(406) 444-0169 (TTY)

Linda McCulloch
Superintendent

Montana's Definition of "Proficient" for LEP Students Who Participate in the English Language Proficiency Assessment

In order to determine when LEP students become proficient districts will take into account multiple measures which include:

- A score of proficient (P) or advanced (A) overall on the ELP assessment along with a rating of proficient or above (PA) in all domains (listening, speaking, reading, and writing). Students scoring as Proficient(P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced(A) along with additional measures and teacher input would

MontCAS (CRT) Proficiency Comparisons by Subgroup

MontCAS (CRT) Proficiency Comparisons by Subgroup

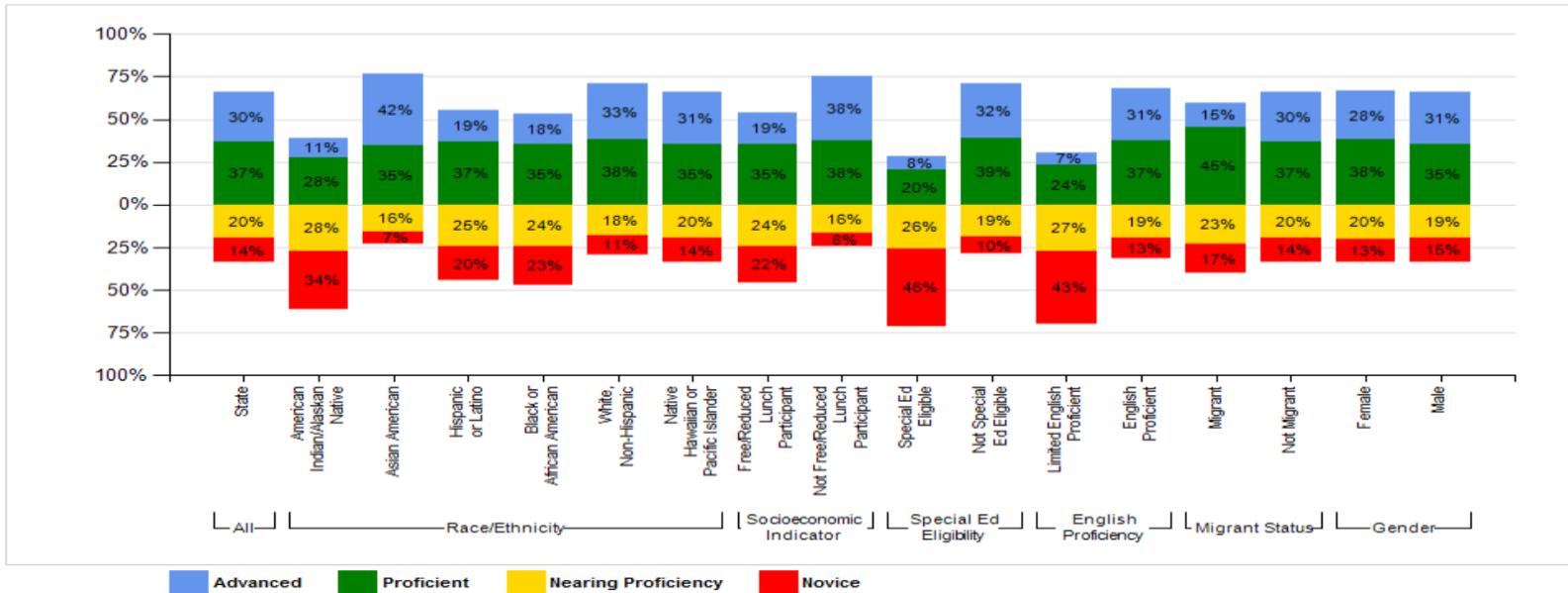
School Year: State/District/School:
 Grade: Content Area:
 Alternate Assessment:

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[Data Definition & Explanations](#)

Total Proficient	66%	39%	77%	56%	53%	71%	66%	54%	75%	28%	71%	30%	68%	60%	66%	67%	66%
Total Not Tested	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%



* = Data was masked to protect the identity of students using one of the following criteria:
 1. Fewer than 10 students were reported in the grade or standard.
 2. All students were reported in a single performance category.
 N/A = Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding. Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.
 Data as of: 12/02/2011

MontCAS (CRT) Proficiency Trends

MontCAS (CRT) Proficiency Trends

Year: State/District/School:

Grade: Gender:

Content Area: Ethnicity:

Economically Disadvantaged: Limited English Proficiency:

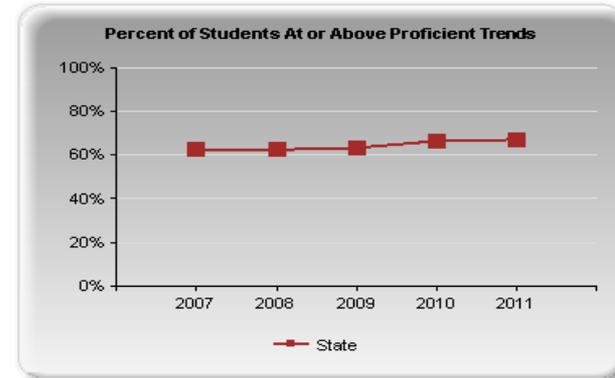
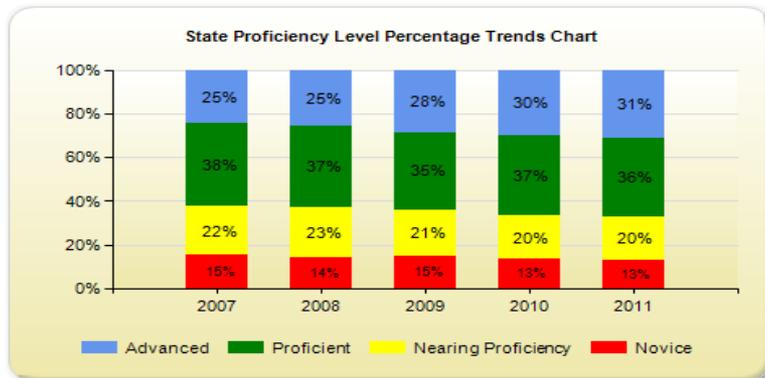
Special Education: Alternate Assessment:

1 of 1 Find | Next

[Data Definition & Explanations](#)

Year	Advanced	Proficient	Nearing Proficiency	Novice
	State	State	State	State
2007	24.06%	37.78%	22.04%	15.48%
2008	25.19%	37.38%	22.73%	14.38%
2009	28.21%	35.28%	21.38%	14.80%
2010	29.72%	36.81%	19.81%	13.44%
2011	30.86%	36.29%	19.62%	13.03%

Year	At or Above Proficient
	State
2007	62.40%
2008	62.35%
2009	63.22%
2010	66.35%
2011	66.97%



* = Data was masked to protect the identity of students using one of the following criteria:
 1. Fewer than 10 students were reported in the grade or standard.
 2. All students were reported in a single performance category
 N/A = Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding.
 Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.

Data as of: 12/02/2011

AYP Graduation Rate Trends

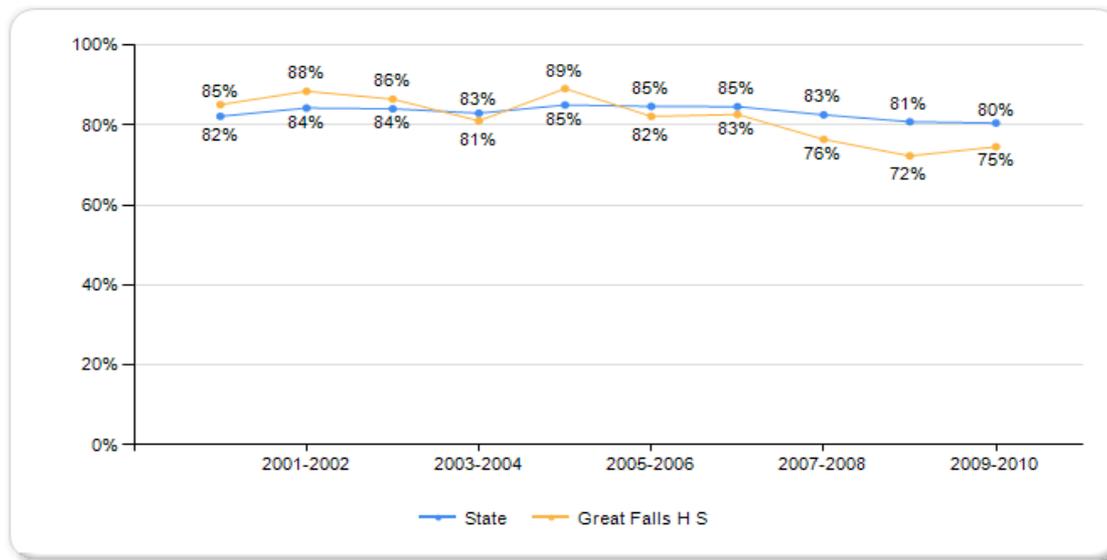
Adequate Yearly Progress (AYP) Graduation Rate Trends

Year: District:
 AYP Subgroup:

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1 of 1 Find | Next

[Data Definition & Explanations](#)



	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
State	80.49%	80.80%	82.55%	84.60%	84.67%	85.01%	82.95%	84.06%	84.26%	82.17%
Great Falls H S	74.55%	72.28%	76.40%	82.65%	82.16%	89.11%	81.06%	86.48%	88.44%	85.11%

* Note: Statistics not reported for student groups of fewer than 10 students.
 Percentages within student groups may not add up to 100% because of rounding.
 Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.
 Data as of: 12/02/2011

GED Results by Age

General Educational Development (GED) Results by Age

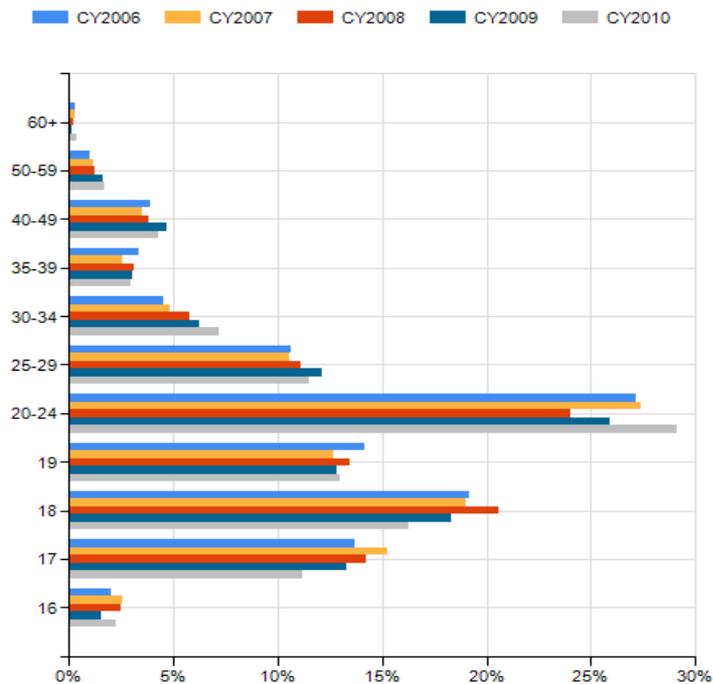
Calendar Year

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GED Trends



% Of Students Tested By Age

Test Age	CY2006	CY2007	CY2008	CY2009	CY2010
16	2%	3%	3%	2%	2%
17	14%	15%	14%	13%	11%
18	19%	19%	21%	18%	16%
19	14%	13%	13%	13%	13%
20-24	27%	27%	24%	26%	29%
25-29	11%	11%	11%	12%	12%
30-34	5%	5%	6%	6%	7%
35-39	3%	3%	3%	3%	3%
40-49	4%	4%	4%	5%	4%
50-59	1%	1%	1%	2%	2%
60+	0%	0%	0%	0%	0%

GED Pass Rate

Calendar Year	Completed	Passed	Pass Rate
CY2006	1,195	836	70%
CY2007	1,149	865	75%
CY2008	1,183	916	77%
CY2009	1,162	848	73%
CY2010	1,178	878	75%

Data As Of: 11/17/2011

Quick Facts

- Static Documents
- Static Reports

The screenshot displays the Montana Office of Public Instruction website. The header includes the Montana Office of Public Instruction logo and name, the GEMS logo, and a search bar. The main navigation bar contains links for 'I am interested in', 'Reports & Data', 'Find Schools', 'Training Center', and 'Contact Us'. The 'Reports & Data' section is active, showing a breadcrumb trail: 'GEMS > Reports & Data > Quick Fact Documents'. A sidebar on the left lists 'Quick Fact Documents', 'Parameter Based Reports', and 'Data Analysis Dashboards'. The main content area features a box titled 'List of Student Achievement Quick Fact Documents:' with a link to 'Definition of "Proficient" for ELP Assessments'.

Training Center

- eLearning Modules
- Data Definitions & Explanations

The screenshot displays the Montana Office of Public Instruction (OPI) Training Center website. The header includes the OPI logo and the text "Montana Office of Public Instruction, Denise Juneau, State Superintendent" on the left, and the "gems" logo with "Growth and Enhancement of Montana Students" on the right. A search bar is located in the top right corner. Below the header is a navigation menu with options: "I am interested in", "Reports & Data", "Find Schools", "Training Center", and "Contact Us". The "Training Center" option is selected, and the breadcrumb trail reads "GEMS Secure > Training Center > Data Definitions & Explanations".

The main content area is titled "Data Definitions & Explanations" and features a search bar with "1 of 2" results. The page lists several definitions:

- Academic Subject (Assessment) :** The description of the content or subject area of an assessment.
- Academic Subject (Tested) :** The description of the content or subject area (e.g., mathematics, science, reading (language arts)) of an assessment.
- Achievement Level :** Achievement Level of the student based on the his/her test score
- Advanced Percentage :** Percentage of students with advanced scores.
- Age (All) :** The age of children (students).
- Age (Early Childhood) :** The age of children who are in early childhood.
- Age (Exiting) :** The age of children (students) on the date of the most recent IDEA child count prior to exiting special education.
- Age (School Age) :** The age of children (students) who are of school age.
- Age Group :** The age range of children (students) for which the teachers/paraprofessionals work with.
- Age Range :** Age Range.
- Age/Grade (All) :** The age group or grade level (primary instructional level) of children (students).
- Age/Grade (w/o Out of School) :** The age group or grade level (primary instructional level) of children (students).
- Age/Grade (w/o under 3) :**

A sidebar on the left contains navigation links: "Training Center", "Data Definitions & Explanations", "Online Training", "User Manual", "Frequently Asked Questions", and "Search the OPI Knowledge Base".

SECURE PORTAL

[HTTPS://SECUREGEMS.OPI.MT.GOV](https://securegems.opi.mt.gov)

Secure Data Access

<https://securegems.opi.mt.gov>

- Student Level Data
- Unmasked Data
- User Activation
- Team Sites

The screenshot displays the GEMS Secure website interface. At the top, there are logos for the Montana Office of Public Instruction and the Growth and Enhancement of Montana Students. A search bar is located in the top right corner. Below the logos, there are navigation tabs: "I am interested in", "Reports & Data", "Find Schools", "Training Center", and "Contact Us". The main content area is titled "MontCAS (CRT) Student Trends" and includes a table of data, three bar charts, and a legend.

MontCAS (CRT) Student Trends

Fiscal Year	Test Name	Score	Achievement Level
2006-2007	Grade 6 Reading	257	Proficient
2006-2007	Grade 6 Mathematics	240	Nearing Proficiency
2007-2008	Grade 7 Mathematics	251	Proficient
2007-2008	Grade 7 Reading	264	Proficient
2008-2009	Grade 8 Reading	259	Proficient
2008-2009	Grade 8 Mathematics	234	Nearing Proficiency
2008-2009	Grade 8 Science	235	Nearing Proficiency
2010-2011	Grade 10 Reading	261	Proficient
2010-2011	Grade 10 Mathematics	230	Nearing Proficiency
2010-2011	Grade 10 Science	244	Nearing Proficiency

Reading Average Scale Score Trend

Math Average Scale Score Trend

Science Average Scale Score Trend

Legend: Advanced (Blue), Proficient (Green), Nearing Proficiency (Orange), Novice (Red)

* Note: Percentages within student groups may not add up to 100% because of rounding.
Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests
Data as of: 12/02/2011

AYP Preliminary Report

Adequate Yearly Progress (AYP) Preliminary Report

Year

State/District/School

District	Reading		Math		Attendance Rate		Graduation Rate		Overall	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
	Small Schools Accountability Process	Made AYP	Small Schools Accountability Process	Made AYP	Small Schools Accountability Process	Made AYP	Small Schools Accountability Process	Not Applicable	Made AYP	Made AYP

Subgroup Name	2009-2010		2010-2011		2009-2010		2010-2011		2009-2010		2010-2011		2009-2010		2010-2011	
	Reading	Reading	Reading Part Rate	Reading Part Rate	Math	Math	Math Part Rate	Math Part Rate	Attendance	Attendance						
Unknown	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
All students	88% 96	91% 100	99% 122	100% 119	67% 221	75% 79	99% 122	100% 119	95%	358	96%	345				
White	90% 95	91% 92	100% 117	100% 110	68% 218	76% 73	100% 117	100% 110	95%	346	97%	314				
Black	100% 1	100% 2	100% 1	100% 2	75% 1	100% 2	100% 1	100% 2	100%	2	100%	4				
Hispanic	60% 3	94% 3	82% 4	100% 4	64% 1	82% 2	82% 4	100% 4	80%	10	88%	16				
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
Am. Indian/Alaskan Native	NA	100% 3	NA	100% 3	NA	92% 2	NA	100% 3	NA	73%	11					
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
Other race/ethnicity	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					

*Please select the above parameter ↑ to filter the student list by : Hispanic

Student Count : 1

School Year 2010-2011

State ID	Name	Student Num	DOB	Grade	LEP	Race	SES	Econ Disadv	Title III	Disability	MAP ALT	Title I	Exclusion	NDAY Exclusion	NSAY Exclusion	OPI Exclusion
					No				Not A Title		Not	Not A Title		Not A Title	Not A Title	Not A Title

MontCAS (CRT) Proficiency Levels and Scaled Scores

MontCAS (CRT) Proficiency Levels and Scaled Scores

School Year: 2010-2011 State/District/School: Lee School - 3202

Grade: 3rd Grade Content Area: Reading

Alternate Assessment: Not Alternately Assessed Special Education: All

Limited English Proficiency: All Economically Disadvantaged: All

Ethnicity: All Gender: All

1 of 2 ? Find Next

Prof Level	Range	School		District		Reporting Category					School					District					State					
		#	%	#	%	Number	% Novice	% Near P	% Prof	% Adv	Number	% Novice	% Near P	% Prof	% Adv	Number	% Novice	% Near P	% Prof	% Adv	Number	% Novice	% Near P	% Prof	% Adv	
Advanced	298-300	0	0%	0	0%																					
	295-297	0	0%	0	0%																					
	292-294	0	0%	0	0%																					
	289-291	0	0%	0	0%																					
	287-288	0	0%	0	0%																					
	Total	0	0%	0	0%																					
Proficient	280-286	0	0%	0	0%																					
	273-279	1	50%	1	50%																					
	266-272	0	0%	0	0%																					
	259-265	1	50%	1	50%																					
	250-258	0	0%	0	0%																					
	Total	2	100%	2	100%																					
Nearing Proficiency	245-249	0	0%	0	0%																					
	240-244	0	0%	0	0%																					
	235-239	0	0%	0	0%																					
	230-234	0	0%	0	0%																					
	225-229	0	0%	0	0%																					
	Total	0	0%	0	0%																					
Novice	220-224	0	0%	0	0%																					
	215-219	0	0%	0	0%																					
	210-214	0	0%	0	0%																					
	205-209	0	0%	0	0%																					
		Total	0	0%	0	0%																				
	All Students	2	0%	0%	100%	0%	2	0%	0%	100%	0%	10,867	0%	0%	39%	46%										
	Female	0	0%	0%	0%	0%	0	0%	0%	0%	0%	5,280	4%	9%	38%	49%										
	Male	2	0%	0%	100%	0%	2	0%	0%	100%	0%	5,527	5%	12%	41%	42%										
	American Indian/Alaskan Native	0	0%	0%	0%	0%	0	0%	0%	0%	0%	1,530	11%	24%	46%	20%										
	Asian	0	0%	0%	0%	0%	0	0%	0%	0%	0%	108	6%	2%	36%	56%										
	Black or African American	0	0%	0%	0%	0%	0	0%	0%	0%	0%	131	9%	15%	43%	34%										
	Hispanic or Latino	0	0%	0%	0%	0%	0	0%	0%	0%	0%	381	6%	15%	44%	35%										
	Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%	0	0%	0%	0%	0%	37	3%	11%	41%	46%										
	White, Non-Hispanic	2	0%	0%	100%	0%	2	0%	0%	100%	0%	8,618	3%	8%	38%	51%										
	Special Education	0	0%	0%	0%	0%	0	0%	0%	0%	0%	1,013	0%	0%	37%	20%										
	LEP/ELL	2	0%	0%	100%	0%	2	0%	0%	100%	0%	320	20%	38%	32%	10%										
	Former LEP Student	0	0%	0%	0%	0%	0	0%	0%	0%	0%	160	8%	24%	48%	20%										
	LEP Student Enrolled for First Time in a U.S. School	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	0%	0%										
	Free	0	0%	0%	0%	0%	0	0%	0%	0%	0%	4,307	7%	17%	45%	31%										
	Reduced	0	0%	0%	0%	0%	0	0%	0%	0%	0%	949	3%	9%	43%	44%										

* Note: Percentages within student groups may not add up to 100% because of rounding.
Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests

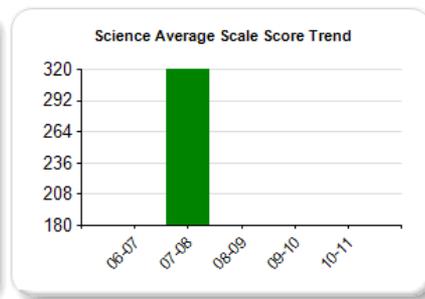
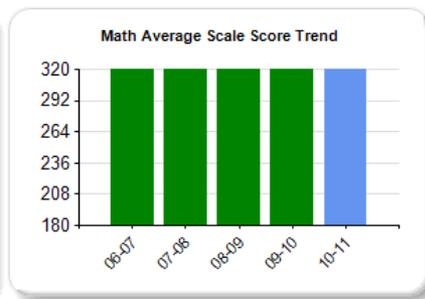
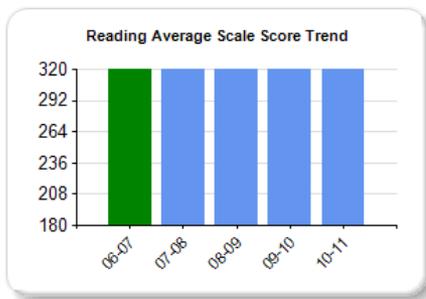
Data as of: 07/05/2012

MontCAS (CRT) Student Level Trends

MontCAS (CRT) Student Trends

School Year: Alternate Assessment:
 State/District/School: Student Full Name:
 1 of 1 Find | Next

Fiscal Year	Test Name	Score	Achievement Level
2006-2007	3rd Grade Reading	286	Proficient
2006-2007	3rd Grade Mathematics	255	Proficient
2006-2007	3rd Grade Reading	226	Nearing Proficiency
2006-2007	10th Grade Reading	238	Nearing Proficiency
2006-2007	3rd Grade Mathematics	207	Novice
2006-2007	10th Grade Mathematics	213	Novice
2007-2008	4th Grade Reading	296	Advanced
2007-2008	4th Grade Reading	255	Proficient
2007-2008	4th Grade Mathematics	264	Proficient
2007-2008	4th Grade Science		
2007-2008	4th Grade Mathematics		
2007-2008	4th Grade Reading		
2007-2008	4th Grade Mathematics		
2007-2008	4th Grade Science		
2008-2009	5th Grade Reading		
2008-2009	5th Grade Mathematics		
2008-2009	5th Grade Mathematics		
2008-2009	5th Grade Reading		
2008-2009	5th Grade Mathematics		
2009-2010	6th Grade Reading		
2009-2010	6th Grade Mathematics		
2009-2010	6th Grade Reading		
2009-2010	6th Grade Mathematics		
2010-2011	7th Grade Reading		
2010-2011	7th Grade Mathematics	299	Advanced
2010-2011	7th Grade Reading	241	Nearing Proficiency
2010-2011	7th Grade Mathematics	235	Nearing Proficiency



Advanced Proficient Nearing Proficiency Novice

* Note: Percentages within student groups may not add up to 100% because of rounding.
 Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests

Data as of: 07/05/2012

MontCAS (CRT) Proficiency Comparisons by Subgroup

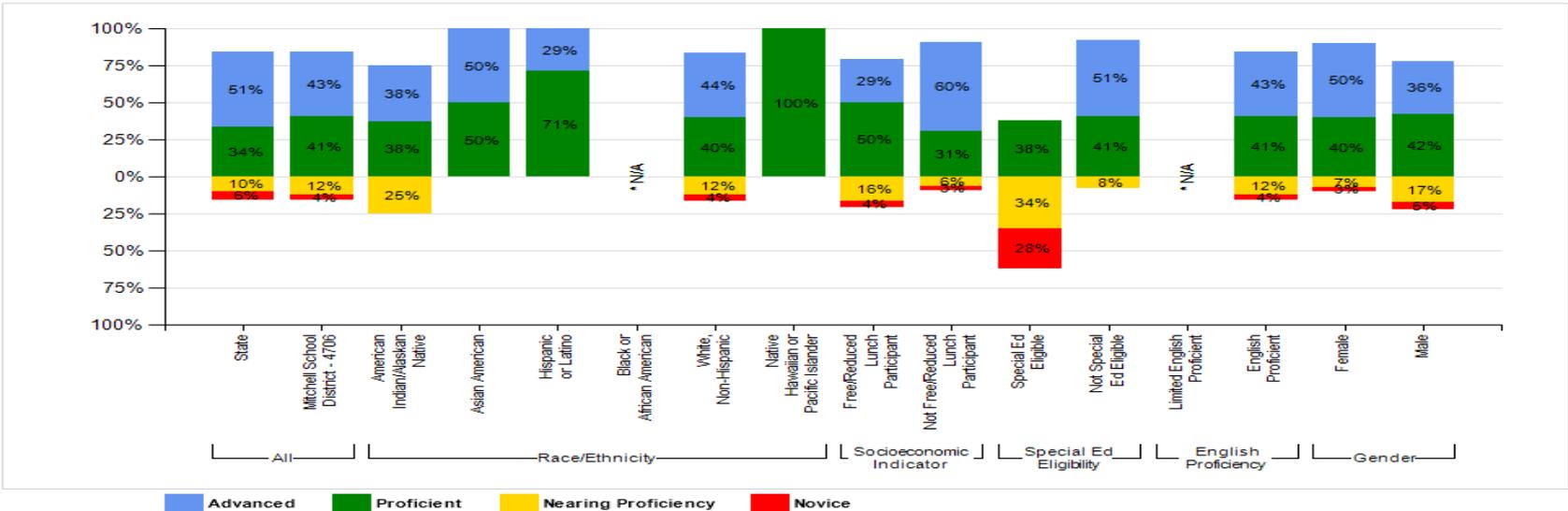
MontCAS (CRT) Proficiency Comparisons by Subgroup

School Year: State/District/School:
 Grade: Content Area:
 Alternate Assessment:

1 of 1 Find | Next

[Data Definition & Explanations](#)

Total Proficient	84%	85%	75%	100%	100%	0%	84%	100%	80%	91%	38%	92%	0%	85%	90%	78%
Total Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



* N/A Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding. Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests. Data as of: 07/05/2012

MontCAS (CRT) Proficiency Trends

MontCAS (CRT) Proficiency Trends

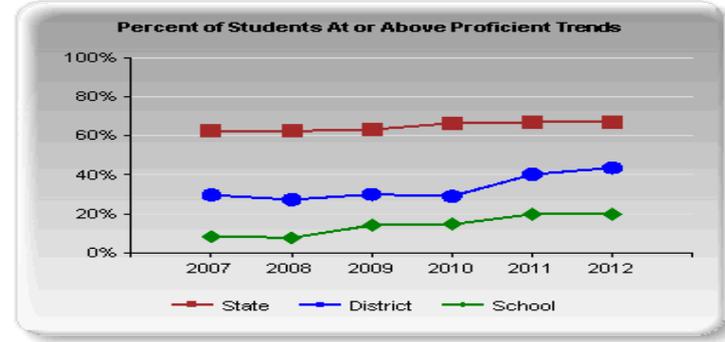
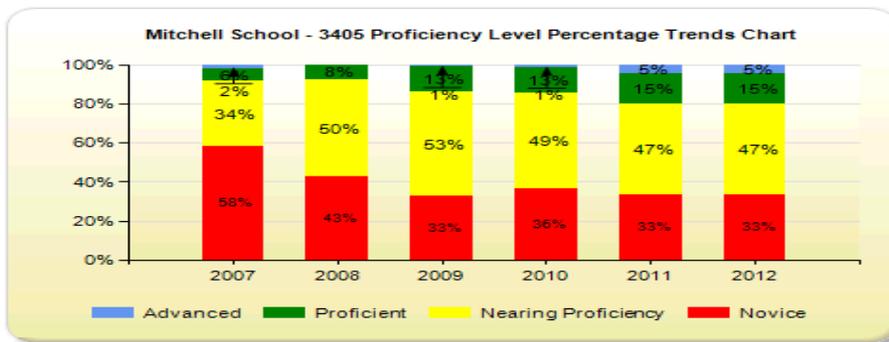
Year: State/District/School:
 Grade: Gender:
 Content Area: Ethnicity:
 Economically Disadvantaged: Limited English Proficiency:
 Special Education: Alternate Assessment:

1 of 1 Find | Next

[Data Definition & Explanations](#)

Year	Advanced			Proficient			Nearing Proficiency			Novice		
	State	District	School	State	District	School	State	District	School	State	District	School
2007	25%	10%	2%	38%	20%	8%	22%	31%	34%	16%	39%	58%
2008	25%	8%	N/A	37%	19%	8%	23%	42%	50%	15%	31%	43%
2009	28%	9%	1%	35%	21%	13%	21%	47%	53%	16%	23%	33%
2010	30%	11%	1%	37%	18%	13%	20%	44%	49%	14%	27%	36%
2011	31%	18%	5%	36%	24%	15%	20%	37%	47%	14%	23%	33%
2012	31%	18%	5%	36%	25%	15%	20%	35%	47%	13%	22%	33%

Year	At or Above Proficient		
	State	District	School
2007	62%	30%	9%
2008	62%	27%	8%
2009	63%	30%	14%
2010	66%	29%	15%
2011	67%	40%	20%
2012	67%	44%	20%



* Note: Percentages within student groups may not add up to 100% because of rounding. Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests

Data as of: 07/05/2012

Student Achievement Dashboard



Search this site...

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Overview

GEMS Secure > Student Achievement > MontCAS (CRT)

[Dashboard Help](#) [View a Dashboard Demo](#)

Student Achievement Dashboard

Student Achievement Dashboard: **MontCAS (CRT)** | [Adequate Yearly Progress \(AYP\)](#) | [NAEP](#) | [Graduation Rates](#)

Year: Districts and Schools: [State, Acosta School District - 1809, Calho...](#)

Accountability

- Adequate Yearly Progress (AYP) Improvement Status
- Adequate Yearly Progress (AYP) Preliminary Report
- Adequate Yearly Progress (AYP) Trends

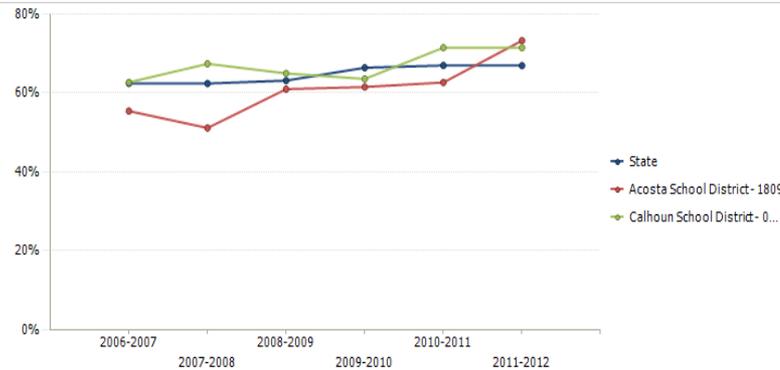
Statewide Assessment

- MontCAS (CRT) Proficiency Comparisons by Subgroup
- MontCAS (CRT) Proficiency Levels and Scaled Scores
- MontCAS (CRT) Proficiency Trends
- MontCAS (CRT) Student Trends

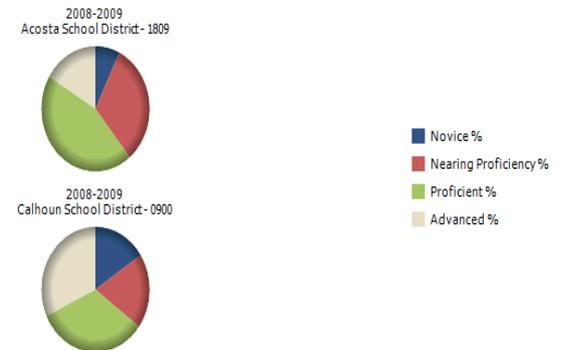
Graduation

- Adequate Yearly Progress (AYP) Graduation Rate Trends

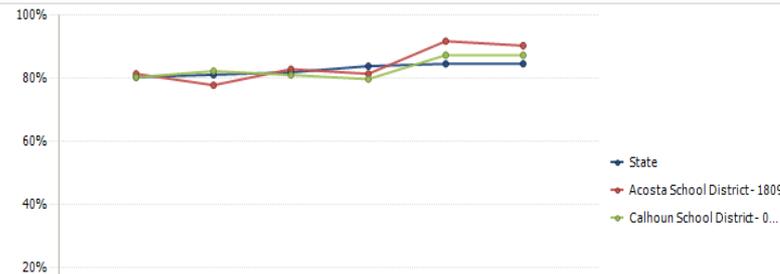
CRT Mathematics At or Above Proficiency Trends



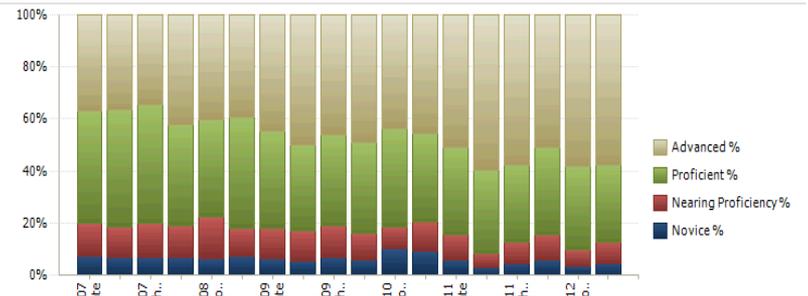
CRT Mathematics Performance Level Trends



CRT Reading At or Above Proficiency Trends



CRT Reading Performance Level Trends



REAL WORLD SCENARIOS

DEMONSTRATIONS

Teacher



Scenario 1: Middle school **mathematics** teachers want to see how students in their **school** are performing in mathematics as they prepare their curriculum for the next school year.

- Are the 8th grade students who are receiving free and reduced priced meals performing equal to students not participating in the program?

State Data
Analyst



Scenario 2: Each year the federal government requests **EDFacts reports** from the state department of education.

- One of the reports needed is a breakdown of Performance Levels on reading by grade, gender, ethnicity, and special education status for the state.

District
Administrator



Scenario 3: A district administrator is trying to assess the difference between male and female student proficiency in reading in their district compared to the neighboring district.

What is the performance level distribution for males and females within Reading?

Parent



Scenario 4: A family is preparing to move into a brand new school district. Their **10th grader** is particularly interested in science. They are interested in the **science proficiency**, in the new **school district** for which they will be sending their child. This will help them decide on the best school for their child.

BREAK

DATA AVAILABLE TODAY

Student Achievement Fact Data Available Today

- MontCAS (Criterion-referenced Test) Results
- Adequate Yearly Progress
- Iowa Test of Basic Skills
- English Language Proficiency Assessment Results
- National Assessment of Educational Progress
- General Educational Development

Student Achievement Dimension Data

Available Today

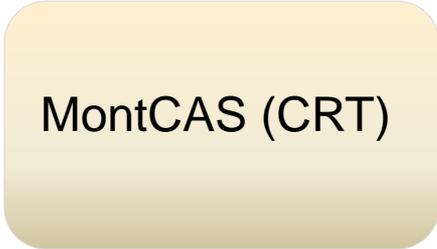
- AYP Factors
- AYP Indicators
- AYP Status
- AYP Subgroup
- Calendar
- Collection
- Content Area
- ELP Test
- Enrollment
- GED Courses Completed
- GED Examinee
- GED Examinee History
- GED Option
- GED Preparation
- GED Test
- GED Testing Reason
- Grade Level
- Jurisdiction
- NAEP Group
- Percentile
- Performance Level
- Reason for Leaving School
- Scaled Score
- School Agency
- School Population
- Special Education
- Student
- Student Career Education
- Student Characteristics
- Student Economic Disadvantage
- Student English Proficiency
- Student Program Eligibility
- Student Program Participation
- Student Title I Participation
- Test Accommodation
- Test Form
- Test Status

Bus Matrix



Dimensions

- Assessment Grade Level
- Calendar
- Content Area
- Enrollment
- Percentile
- Performance Level
- Scaled Score
- School Agency
- School Population
- Special Education
- Student
- Student Career Education
- Student Characteristics
- Student Economic Disadvantaged
- Student English Proficiency
- Student Grade Level
- Student Program Eligibility
- Student Program Participation
- Student Title I Participation
- Test Accommodation
- Test Status



MontCAS (CRT)



Key Indicators (Measures)

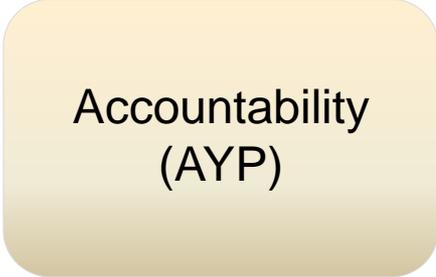
- CRT Record Count
- % At or Above Proficient
- Met Count
- % Met
- Not Met Count
- % Not Met
- Assessed Count
- % Assessed
- Not Assessed Count
- % Not Assessed
- Alternate Assessed Count
- % Alternate Assessed
- Average Scaled Score
- Median Scaled Score by School
- Median Scaled Score by Student
- Novice #
- Novice %
- Nearing Proficiency #
- Nearing Proficiency %
- Proficient #
- Proficient %
- Advanced #
- Advanced %
- Accommodation #
- Accommodation %
- Below Basic %

Bus Matrix



Dimensions

- Assessment Grade Level
- AYP Factors
- AYP Indicators
- AYP Status
- AYP Subgroup
- Calendar
- Content Area
- School Agency
- Student Grade Level



Accountability
(AYP)



Key Indicators (Measures)

- Met Math
- Met Reading
- Overall Met Count #
- Overall Met %
- Overall Met w/ Safe Harbor #
- Overall Met w/ Confidence Interval #
- Not Met Math
- Not Met Reading
- Overall Not Met #
- Overall Not Met %
- Watch List #
- Improvement #
- Corrective Action #
- Restructuring #
- Holding #
- Participation Rate
- Percent Advanced
- Percent At or Above Proficient
- Percent Below Proficient
- Percent Nearing Proficient
- Percent Novice
- Percent Proficient
- Rate to Use
- Average Used
- Count Advanced
- Count At or Above Proficient

Bus Matrix



Dimensions

- Assessment Grade Level
- AYP Factors
- AYP Indicators
- AYP Status
- AYP Subgroup
- Calendar
- Content Area
- School Agency
- Student Grade Level



Key Indicators (Measures)

- State Accountability Record Count
- School Accountability Record Count
- District Accountability Record Count
- Count Below Proficient
- Count Nearing Proficient
- Count Novice
- Count Proficient
- Count Total
- Enrollment Count
- Participant Count
- Participant Total Count
- 3 Year At or Above Proficient Count
- Three Year Average
- Three Year Total Count
- Two Year At or Above Proficient Count
- Two Year Average
- Two Year Total Count
- Upper Confidence Interval Bound
- With 99% Confidence Interval
- Count Absent
- Count Present
- Dropout Rate
- Graduation Rate
- Count Grade 9, 10, 11, 12 Dropouts
- Count Graduates
- Count Non Standard Graduates
- Count Other High School Completers
- Total Dropouts Plus Graduates

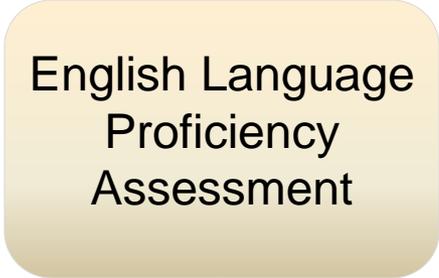
Accountability
(AYP)
(continued)

Bus Matrix



Dimensions

- Assessment Grade Level
- Calendar
- Content Area
- ELP Test
- Enrollment
- Percentile
- Performance Level
- Scaled Score
- School Agency
- Special Education
- Student
- Student Career Education
- Student Characteristics
- Student Economic Disadvantaged
- Student English Proficiency
- Student Grade Level
- Student Program Eligibility
- Student Program Participation
- Student Title I Participation
- Test Accommodation
- Test Form
- Test Status



English Language Proficiency Assessment



Key Indicators (Measures)

- Average Raw Score
- Average Scaled Score
- Montana Proficient
- Proficiency Level
- ELP Assessment Count
- Raw Item Responses
- Confidence High Score
- Confidence Low Score
- Raw Score
- Scaled Score
- Novice #
- Novice %
- Nearing Proficiency #
- Nearing Proficiency %
- Proficient #
- Proficient %
- Advanced #
- Advanced %
- Accommodation #
- Accommodation %
- Below Basic %

Bus Matrix



Dimensions

- Calendar
- Courses Completed
- GED Examinee
- GED Examinee History
- GED Option
- GED Preparation
- GED Test
- GED Testing Reason
- Reason for Leaving School
- Student Characteristics



Key Indicators (Measures)

- Average Essay Score
- Average Raw Score
- Average Reading Score 1
- Average Reading Score 2
- Average Reading Score 3
- Average Standard Score
- Percentile Rank
- GED Assessment Count
- Essay Score
- Raw Score
- Reading Score 1
- Reading Score 2
- Reading Score 3
- Standard Score

GED Assessment

Bus Matrix



Dimensions

- Calendar
- Content Area
- Scaled Score
- School Agency
- Special Education
- Student Career Education
- Student Characteristics
- Student Economic Disadvantaged
- Student English Proficiency
- Student Grade Level
- Student Program Participation
- Student Title I Participation
- Test Status



Key Indicators (Measures)

- Average Standard Score
- Scaled Score
- ITBS Count

Iowa Test of Basic
Skills Assessment

Bus Matrix



Dimensions

- Assessment Grade Level
- Calendar
- Content Area
- Jurisdiction
- NAEP Group
- Performance Level
- Percentile
- Scaled Score



Key Indicators (Measures)

- Average Scaled Score
- Percent Tested
- Percent Tested Standard Error
- Scaled Score Confidence Interval Unit
- Scaled Score Percentile
- Scaled Score Standard Error
- Standard Error Percentile
- NAEP Percentile Count
- Scaled Score
- Performance Level Percentage
- Performance Level Standard Error
- NAEP Performance Count

National
Assessment of
Educational
Progress

HANDS-ON LABS

[HTTP://GEMS.OPI.MT.GOV
/TRAININGCENTER/PAGES/
REGIONALTRAINING.ASPX](http://GEMS.OPI.MT.GOV/TRAININGCENTER/PAGES/REGIONALTRAINING.ASPX)

Hands-on Labs Public Scenarios

- Production GEMS Public Portal
 - <http://gems.opi.mt.gov>

Hands-on Labs Scenarios

- Production GEMS Secured Portal
 - <https://securegems.opi.mt.gov>
- Training Portal
 - <https://gemstraining.opitest.mt.gov>

Hands-on Labs Training Portal Accounts

User Name	Naming Convention
SmSch1	Small School user with GEMS Achievement Role
MedDist1	Medium District user with GEMS Achievement Role
LgDist1	Large District user with GEMS Achievement Role
LgSys1	Large System user without GEMS Achievement Role
OPIUser1	State user with GEMS Achievement Role

Password = GEMpass1

<https://gemstraining.opitest.mt.gov>

Hands-on Labs Training Portal Assignments

User Name	Naming Convention	Role Assignment	Schools/Districts Assigned	Group
SmSch1	Small School user with GEMS Achievement Role	GEMS Achievement	Keith School - 8601	GEMS Training Visitors
MedDist1	Medium District user with GEMS Achievement Role	none	Artis School District - 3407	GEMS Training Visitors
LgDist1	Large District user with GEMS Achievement Role	GEMS Achievement	Rolen School District - 2001	GEMS Training Visitors
LgSys1	Large System user WITHOUT GEMS Achievement Role	GEMS Achievement	Whitehead School System	GEMS Training Visitors
OPIUser1	State user with GEMS Achievement Role	GEMS Achievement	Statewide	GEMS Training Visitors

Hands-on Labs

- Scenarios

1. Display the percent of students in each AYP category for a particular school disaggregated by various student characteristics and by content area and display this as comparison for three separate school years.
2. Display a comparison of the at or above proficiency trends in math for all students and students new to the school and export to PowerPoint.

Hands-on Labs

- Scenarios (continued)
 3. Display CRT scores for a new student.
 4. Display SPED, Title I, and FRL At or Above Proficiency percentages for the last three school years for a selected set of high schools.
 5. Display a list of districts that had 50% or greater American Indian students at or above proficient in Reading in a particular school year, showing the percent of American Indians students proficient for each year.

Hands-on Labs

- Scenarios (continued)
 6. Display American Indian proficiency by dropout status over a four year period.

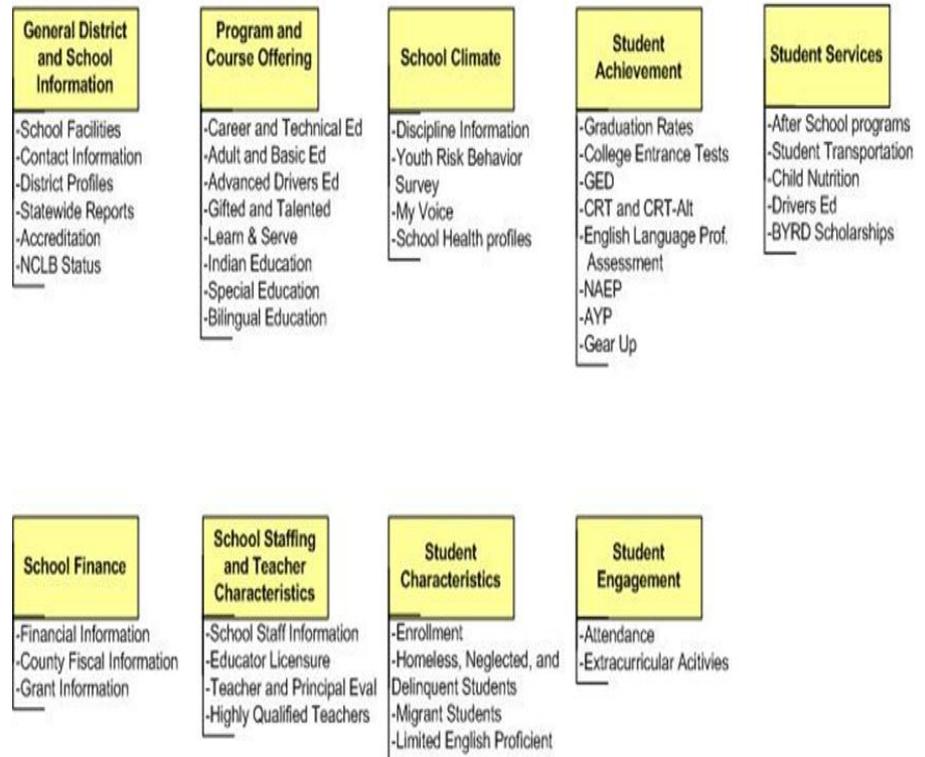
Other Hands-on Labs to Try

7. Display American Indian proficiency by dropout status for selected schools over a four year period, disaggregated by grade level.
8. Display dropout proficiency for the largest 7 high school districts in Montana, ordered by dropout proficiency from lowest to highest.
9. Display 5 years of CRT scores for a specific system and its related districts and schools.
10. Display the schools with 200 or more students proficient and greater than 50% low income students that are below proficient.

Future Plans

- School District Sandbox Sites
- Enable more Self-Service
- Add more data marts
- Add more data displays
- Collect feedback from the community

GEMS Public Web Portal Categories and Subcategories



Iteration 2 Available Data - August

- Student Characteristics
 - Enrollment
 - Special Education
 - Graduation
 - Dropout
 - Homeless, Neglected, and Delinquent
- Programs and Course Offerings
 - General Offerings
 - Traffic Education
 - Career and Technical Education

Iteration 2 new dimensions - August

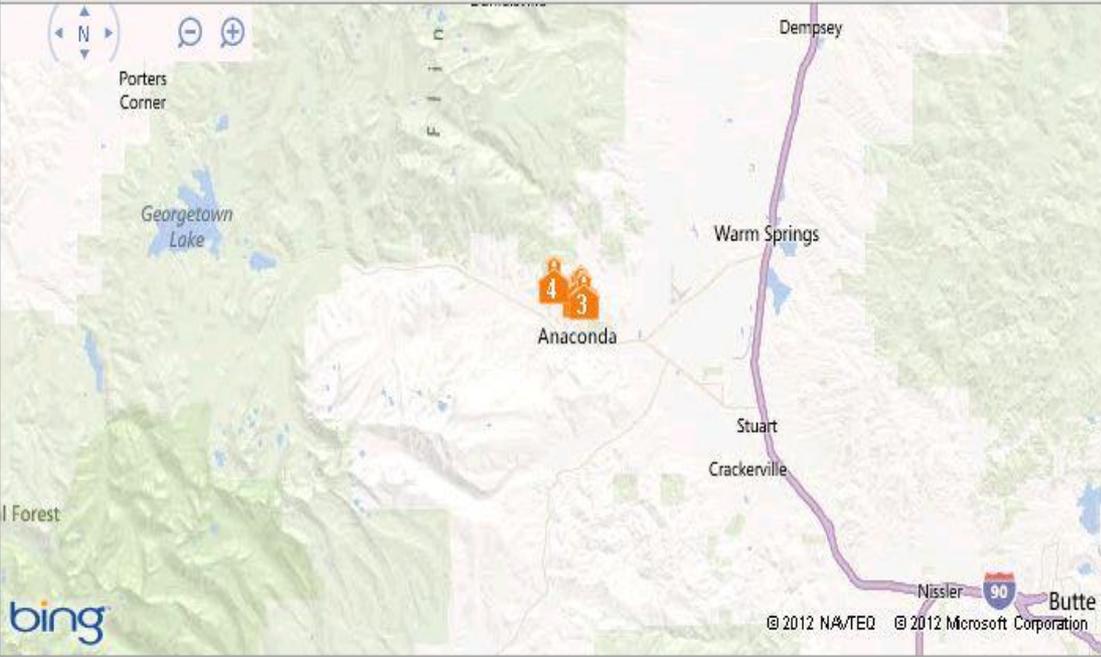
- Assignment
- Career Education Technical Skill Attainment Status
- Career Education Participation Representation Status
- Data Source
- Traffic Education
- Disability
- Grade Range
- Non Public School
- Plan Type
- Session
- SPED SPP Indicator
- Student Age

Map Web Part Changes

OPI.GEMS.BingMapWebPart

Find a School or School System Search for Schools or School Systems School  System 

go from zipcode: **go**



School Results

Check boxes to compare schools **compare**

	Anaconda High School 515 Main, Anaconda, MT, 59711 (406) 563-6361 School Profile	<input type="checkbox"/>
	Fred Moody 7-8 219 E Third Street, Anaconda, MT, 59711 (406) 563-6361 School Profile	<input type="checkbox"/>
	Lincoln School 506 Chestnut, Anaconda, MT, 59711 (406) 563-6361 School Profile	<input type="checkbox"/>
	W K Dwyer School 1601 Tammany Avenue, Anaconda, MT, 59711 (406) 563-6361	<input type="checkbox"/>

bing
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Menu Changes



Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov



gems
Growth and Enhancement
of Montana Students
gems.opi.mt.gov



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I am interested in

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- Find Schools
- Training Center
- Contact Us

Information About:

-  Program & Course Offerings
-  Student Achievement
-  **Student Characteristics**

Student Characteristics:



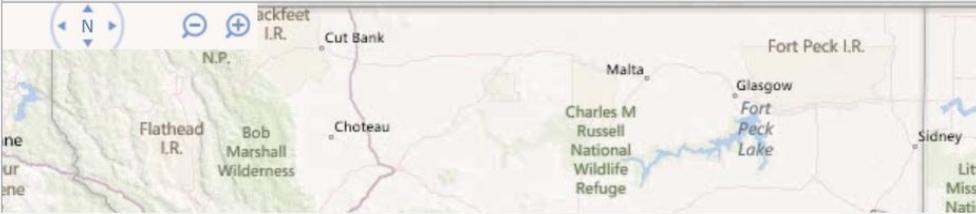
Look here for data on Enrollment, Migrant Students, Limited English Proficient Students, and Homeless, Neglected, and Delinquent Students.

Overview:

- Student Characteristics Dashboard
- List of Quick Facts

Most Popular Reports:

- Student Characteristics Dashboard
- Graduation Dashboard
- Dropout Dashboard
- Special Education Child Count Dashboard
- Enrollment Map



Map showing school districts: Flathead I.R., Bob Marshall Wilderness, Choteau, Cut Bank, Fort Peck I.R., Glasgow, Fort Peck Lake, Charles M Russell National Wildlife Refuge, Malta, Sidney, Lit Miss Nati.

System  

School Results

Check boxes to compare schools

Menu Changes – collapsible current navigation

The screenshot displays the Montana Office of Public Instruction website. At the top, the logo for the Montana Office of Public Instruction is on the left, and the GEMS logo is on the right. Below the logos is a navigation bar with three tabs: "I am interested in", "Reports & Data", and "Find Schools".

The "Reports & Data" tab is active, showing a breadcrumb trail: "GEMS > Student Achievement >". Below this, the page title is "Student Achievement Dashboard : MontCAS (CRT) | Adequate Yearly Progress". The "Year" is set to "2011-2012" and "Districts and Schools" is set to "State".

The main content area features a line graph titled "CRT Mathematics At or Above Proficiency Trends". The Y-axis represents the percentage of students at or above proficiency, ranging from 0% to 80%. The X-axis represents the school year, with labels for 2006-2007, 2007-2008, 2008-2009, and 2010-2011. The data points are approximately: 2006-2007: 62%, 2007-2008: 62%, 2008-2009: 63%, 2009-2010: 66%, 2010-2011: 67%.

On the left side, there is a collapsible navigation menu. The "Overview" section is expanded, showing "Student Achievement Dashboard" and "List of Quick Facts". Below this, the "Accountability" section is visible, including "Statewide Assessment" and "MontCAS (CRT) Proficiency Comparisons by Subgroup".

Quick Facts Lists



Search this site...



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Reports & Data

Find Schools

Training Center

Contact Us

Overview

Student Characteristics Dashboard

List of Quick Facts

Enrollment

Four Year Cohort Graduation and Dropout

Special Education

GEMS > Student Characteristics > List of Quick Facts

Quick Facts for Student Characteristics

Need Adobe Acrobat?



<input type="checkbox"/> Type	Name	File Size	Modified
	DropoutDashboard	99 KB	7/8/2012 2:01 PM
	EnrollmentDashboard	348 KB	7/8/2012 2:01 PM
	Enrollment-Dashboard	171 KB	7/8/2012 2:01 PM
	GraduateDashboard	142 KB	7/8/2012 2:01 PM

Profile Changes



Montana
Office of Public Instruction
Denise Juneau, State Superintendent



Growth and Enhancement
of Montana Students

I am interested in

Reports & Data

Find Schools

Training Center

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Find Schools

Map of Montana
Schools

Side-by-Side
Comparison

School Directory

School Profile

School District
Profile

GEMS > Find Schools > School Profile

School Profile

Select School...

[Detail Report / Print Page](#)

Billings West High School

[Data Definitions & Explanations](#)



District: Billings High School County: Yellowstone
Grades Served: 9 -12 Grade Type: High School
Sector: PUBLIC Accreditation: REGULARMD
Email: Web Site: billingssschools.org/west.htm
Phone: (406)281-5600 Address: 2201 St Johns Avenue
Billings, 59102

CRT & ESEA

School Characteristics

School Improvement Plan

Programs & Course Offerings

Financials

Overview

Enrollment Count:	350	more >
Graduation Rate:	95%	
Student/Teacher Ratio:	20 to 1	
Economically Disadvantaged Participation:	5%	
LEP Participation:	12%	
SPED Participation:	21%	

School Narrative

School/Board Philosophy



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

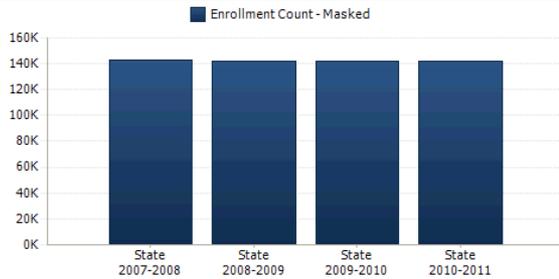
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Student Characteristics Dashboard

Student Characteristics Dashboard : **Student Characteristics Dashboard**

Districts and Schools: **State** ▾

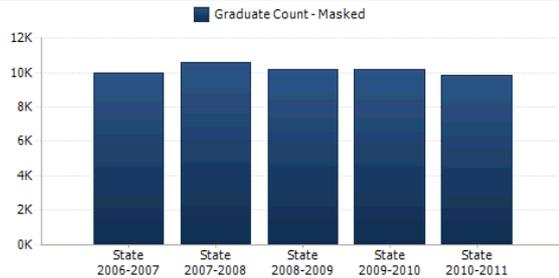
Enrollment Count



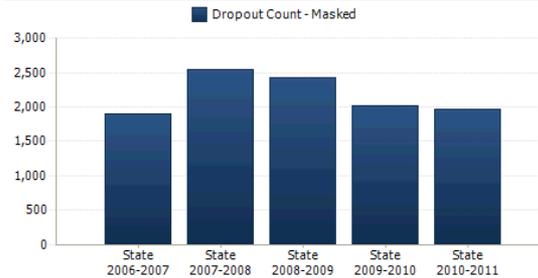
Student Enrollments by Ethnicity

	2007-2008	2008-2009	2009-2010	2010-2011
State	State	State	State	State
Student Characteristics Federal Race - Ethnicity	Enrollment Count - Masked			
All	142,932	141,902	141,815	141,693
American Indian or Alaskan Native	16,287	16,199	16,725	15,734
Asian	1,322	1,297	1,355	1,194
Black or African American	1,372	1,458	1,615	1,378
Hispanic	3,611	3,757	3,916	4,996
Multi-Racial				2,197
Native Hawaiian or Other Pacific Islander	333	377	414	367
White	120,007	118,814	117,790	115,827

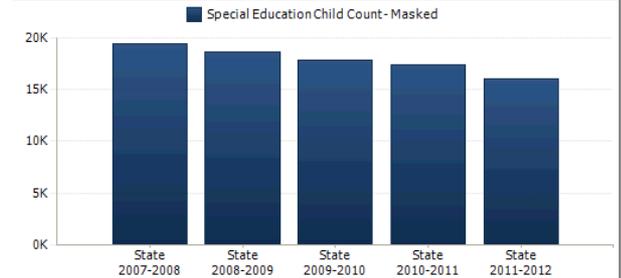
Graduate Count



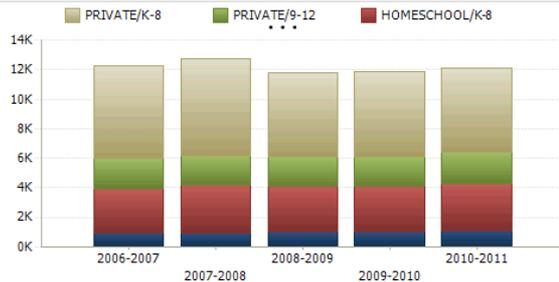
Dropout Count



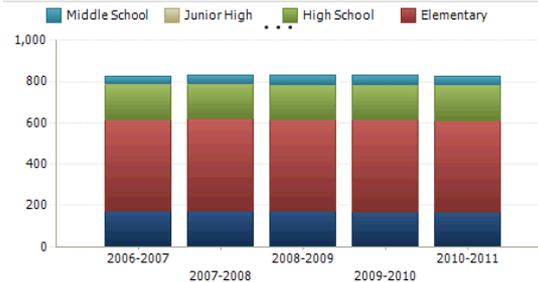
Special Education Trends



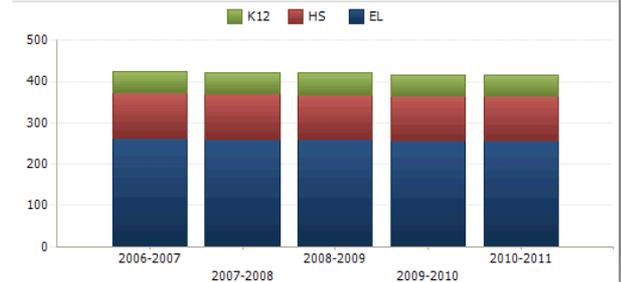
Home School and Non Public Student Count



School Data



School District Data



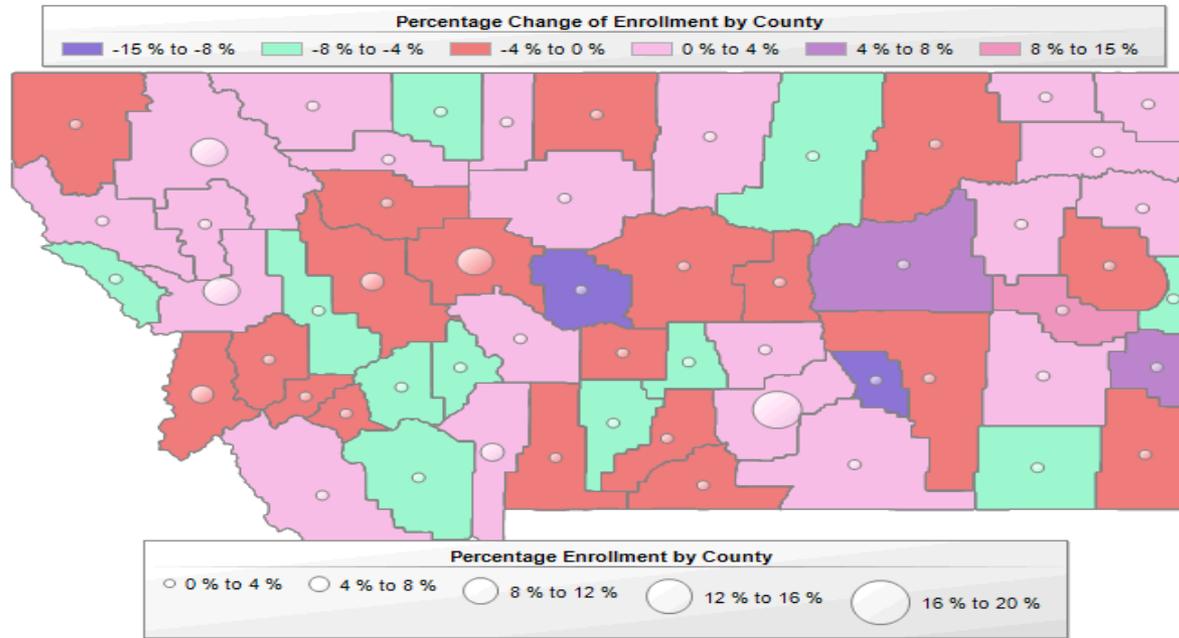
Enrollment Map

Enrollment Map

SchoolYear Sector

1 of 1 Find | Next

[Data Definition & Explanations](#)



* = Data was masked to protect the identity of students using one of the following criteria:
1. Fewer than 10 students were reported in the grade or standard.
2. All students were reported in a single performance category
N/A = Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding.
Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.

Data as of: 06/27/2012

Public Elementary Enrollment By County

Public Elementary Enrollment by County

Year: County:
 School System: School District:
 School:

of 1

[Data Definition & Explanations](#)

Grade Gender (System District) School	Pre-K		KH		KF		1		2		3		4		5		6		7		8		Total		School Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
25 - Lewis & Clark																									
(0611 0487) Broadwater School - 0655	3	1	0	0	22	22	21	25	23	24	20	25	20	20	24	27	0	0	0	0	0	0	133	144	277
(0611 0487) Bryant School - 0657	5	4	0	0	23	28	24	18	21	19	25	14	33	19	20	18	0	0	0	0	0	0	151	118	269
(0611 0487) C R Anderson Middle Schl - 1615	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	183	160	165	162	162	155	490	477	967
(0611 0487) Central School - 0654	2	3	0	0	20	24	16	24	22	22	24	19	22	27	26	23	0	0	0	0	0	0	132	142	274
(0611 0487) Four Georgians School - 1582	6	5	0	0	45	38	43	34	41	39	40	38	47	30	43	45	0	0	0	0	0	0	265	225	490
(0611 0487) Hawthorne School - 0656	2	2	0	0	30	11	19	23	8	31	26	23	23	20	21	29	0	0	0	0	0	0	129	139	268
(0611 0487) Helena Middle School - 1614	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	131	103	129	106	105	100	365	309	674
(0611 0487) Jefferson School - 0651	5	1	0	0	20	23	22	15	17	24	24	19	32	16	15	14	0	0	0	0	0	0	135	112	247
(0611 0487) Jim Darcy School - 1461	3	0	0	0	26	19	15	28	21	24	24	27	32	21	28	25	0	0	0	0	0	0	149	144	293
(0611 0487) Kessler Elementary School - 0662	5	1	0	0	26	18	25	18	19	22	27	19	21	14	17	26	0	0	0	0	0	0	140	118	258
(0611 0487) Rossiter School - 1478	4	3	0	0	37	50	38	51	48	31	47	30	42	32	36	42	0	0	0	0	0	0	252	239	491
(0611 0487) Smith School - 1477	7	1	0	0	18	26	27	22	29	28	23	29	24	28	24	24	0	0	0	0	0	0	152	158	310
(0611 0487) Warren School - 0663	5	1	0	0	24	33	37	22	19	22	19	22	26	22	17	20	0	0	0	0	0	0	147	142	289
(0614 0491) Trinity School -	0	0	0	2	0	0	1	3	1	0	3	2	1	1	4	1	1	0	1	0	0	0	12	9	21

Public High School Enrollment By County

Public High School Enrollment by County

Year: County:
 School System: School District:
 School:

of 1

[Data Definition & Explanations](#)

Grade (System District) School	9		10		11		12		Total		School Total
	M	F	M	F	M	F	M	F	M	F	
15 - Flathead											
(0466 0311) Flathead High School - 0462	166	196	203	172	178	198	160	166	707	732	1439
(0466 0311) Glacier High School - 1835	178	146	185	172	154	134	145	150	662	602	1264
(0467 0313) Columbia Falls High Schl - 0425	93	80	83	97	86	90	91	107	353	374	727
(0484 0331) Bigfork High School - 0443	42	20	31	26	38	28	44	28	156	102	257
(0487 0335) Whitefish High School - 0448	67	61	59	57	57	60	64	67	247	246	492
(9493 9988) Summit Preparatory School - 9980	0	0	0	0	0	0	0	0	0	0	0
Totals for County: Flathead - 15	546	503	561	524	513	510	504	518	2124	2055	4179

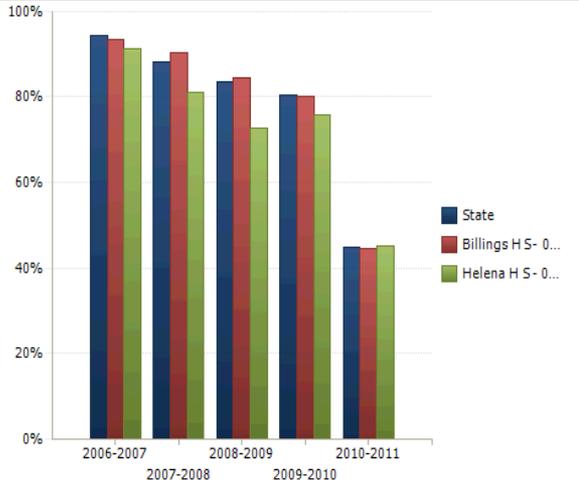
Data as of: 06/27/2012

Graduation Dashboard

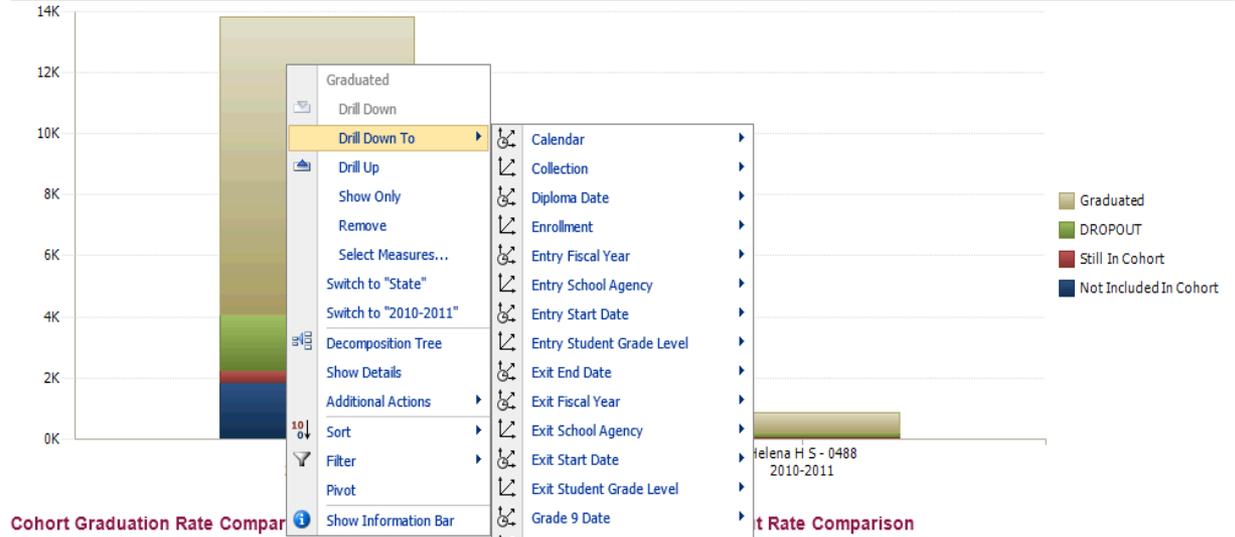
Graduation Dashboard : **Graduation Dashboard**

Districts and Schools: **State, Billings H S - 0966, Helena H S - 0488**

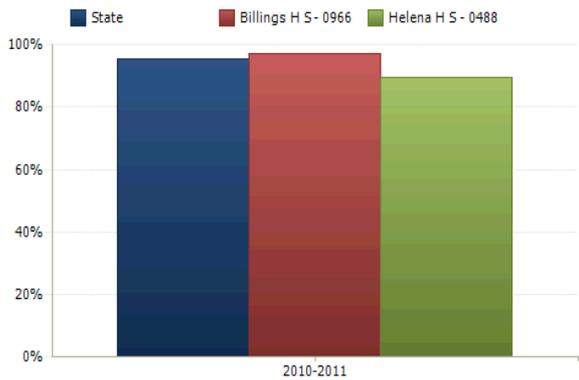
Graduation Rate Comparison



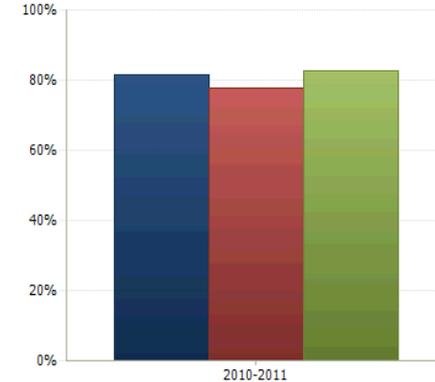
Graduating Class



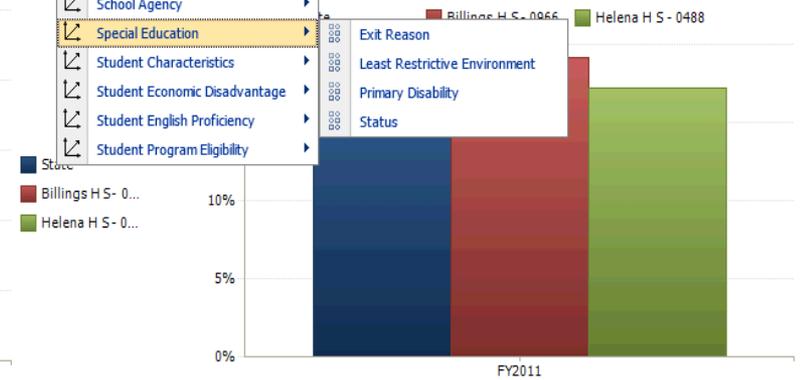
Completion Rate Comparison



Cohort Graduation Rate Comparison



Exit Reason Rate Comparison

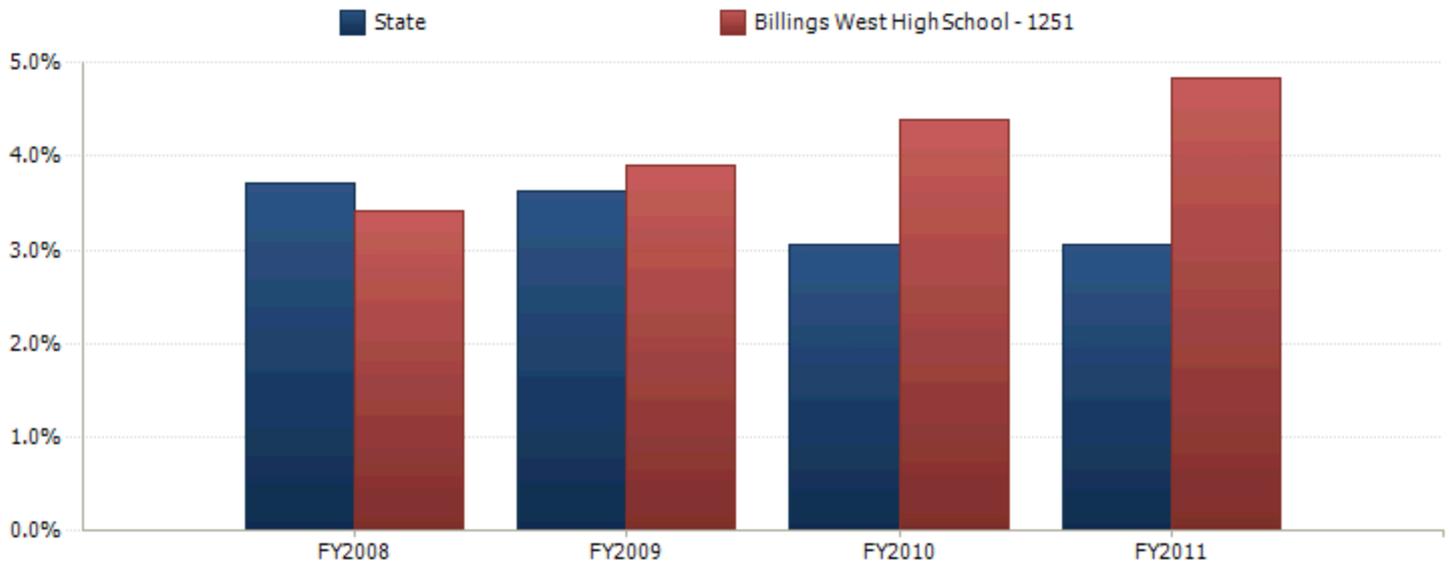


Dropout Dashboard

Dropout Dashboard : **Dropout Dashboard**

Districts and Schools: **State, Billings West High School - 1251** ▾

Dropout Rate Comparison



Four Year Adjusted Cohort Graduation Rate Report

Four Year Adjusted Cohort Graduation Rate Report

Year: Adjusted Cohort Type:

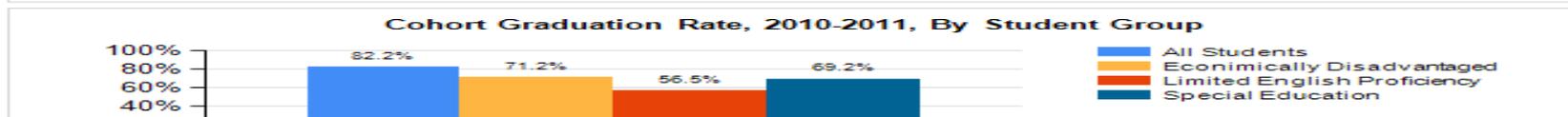
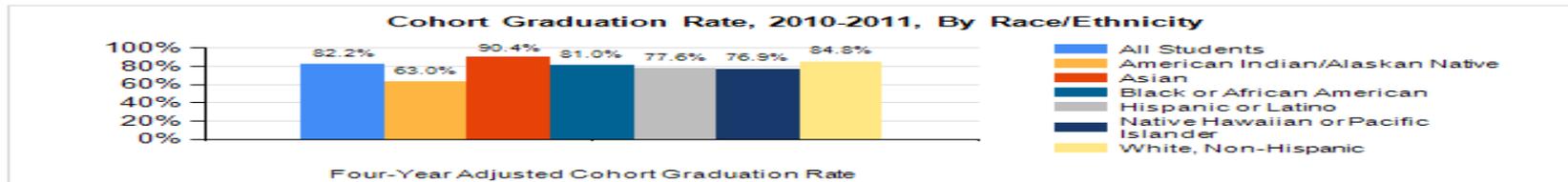
District/School:

1 of 1 100% Find | Next

[Data Definition & Explanations](#)

	Graduates	Dropouts By Grade				Total	Continuing	Cohort Rate
		9th	10th	11th	12th			
All Students	9445	312	479	447	454	1692	358	82.2%
By Race/Ethnicity								
American Indian/Alaskan Native	808	127	112	89	60	388	87	63.0%
Asian	85	1	2	0	4	7	2	90.4%
Black or African American	81	4	8	2	3	17	2	81.0%
Hispanic or Latino	253	13	14	20	9	56	17	77.6%
Native Hawaiian or Pacific Islander	20	2	1	0	2	5	1	76.9%
White, Non-Hispanic	8198	165	342	336	376	1219	249	84.8%
Special Education Students	1034	50	107	105	94	356	105	69.2%
Limited English Proficient Students	294	72	45	34	18	169	57	56.5%
Economically Disadvantaged Students	3372	230	328	288	283	1129	237	71.2%

Note that the numerator includes only students earning regular high school diplomas in four years or fewer. Students earning General Education Development (GED) certificates are not included; nor are students who graduate in more than four years, even if the student has an individualized education plan (IEP) that specifies more than four years for completion of graduation requirements. For the calculation of the four year cohort graduation rate, both sets of students here are included in the adjusted cohort (denominator), but are not included in the count of students earning regular high school diplomas (numerator).



Final Cohort Report - Secured

Final Cohort Report

Year District/School

1 of 2 ? Find | Next

[Data Definition & Explanations](#)

State ID	Student Name	Grade 9 Entry Date	Entry School Name	End Status	Diploma Date	Diploma Type	Diploma Period
Billings Sr High School - Students in Cohort Who Graduated							
		08/29/2007	Billings Sr High School	Graduated	05/29/2011	Regular Diploma	Four years or with IEP allow ing for longer
		08/29/2007	Billings Sr High School	Graduated	06/05/2011	Regular Diploma	Four years or with IEP allow ing for longer
		08/29/2007	Billings Sr High School	Graduated	06/05/2011	Regular Diploma	Four years or with IEP allow ing for longer
		11/20/2007	Billings Sr High School	Graduated	06/05/2011	Regular Diploma	Four years or with IEP allow ing for longer
		08/29/2007	Billings Sr High School	Graduated	06/05/2011	Regular Diploma	Four years or with IEP allow ing for longer
		08/29/2007	Billings Sr High School	Graduated	06/05/2011	Regular Diploma	Four years or with IEP allow ing for longer

Final Graduate Report - Secured

Final Graduate Report

Year

District/School

1 of 2 ?

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[Data Definition & Explanations](#)

Student Name	Grade	State ID	Diploma Date	Diploma Period	Diploma Type
Billings Sr High School - 1250					
[REDACTED]			05/29/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma
			06/05/2011	Four years or with IEP allow ing for longer	Regular Diploma

Final Dropout Report - Secured

Final Dropout Report

Year

District/School

1 of 2 ?

Find | Next

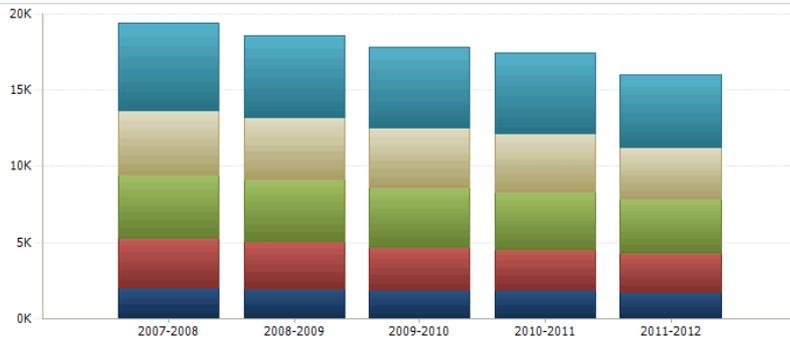
[Data Definition & Explanations](#)

Student Name	Grade	State ID	End Date	End Status	Dropout Reason
Billings Sr High School - 1250					
[REDACTED]			12/02/2010	Withdrew for personal or academic reasons	Attendance Difficulty
			11/08/2010	Withdrew for personal or academic reasons	Attendance Difficulty
			08/25/2010	Withdrew for personal or academic reasons	Attendance Difficulty
			09/30/2010	Withdrew for personal or academic reasons	Attendance Difficulty
			03/03/2011	Withdrew to enroll in non-diploma program	GED (Pursuing)
			08/25/2010	Unknown	Unknown Reason
			05/17/2011	Withdrew for personal or academic reasons	Other Known Reason
			01/03/2011	Withdrew to enroll in non-diploma program	GED (Pursuing)
			10/05/2010	Withdrew to enroll in non-diploma program	GED (Pursuing)
			08/25/2010	Withdrew to enroll in non-diploma program	GED (Pursuing)
		08/25/2010	Withdrew for personal or academic	Attendance Difficulty	

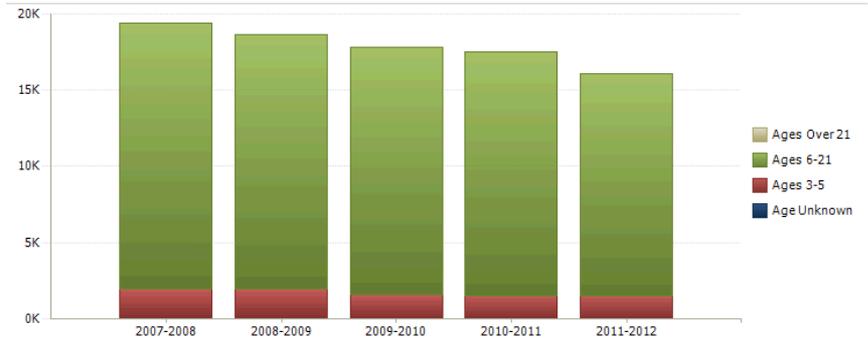
Special Education Child Count Dashboard

Districts and Schools: **State**

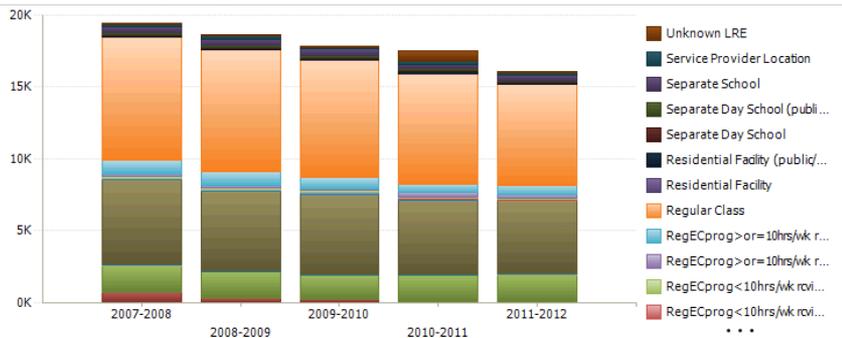
SPED Child Count By CSPD Region



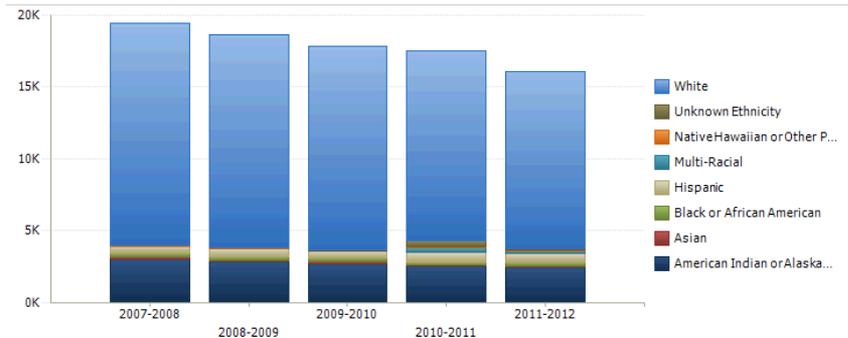
SPED Child Count By Age Group



SPED Child Count By Setting Of Service



SPED Child Count By Race



SPED Child Count By Dominant Disability



SPED Child Count By Identified Disability



Special Education District Performance Report

Special Education District Performance Report

Year District

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[Data Definition & Explanations](#)

INDICATOR #5 - LRE Placement

Children with IEPs, aged 6-21, served in regular class, or served in separate schools, residential facilities, or homebound/hospital placements.

Indicator Name	Indicator Description	SPED Count Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class >=80% of day	31	19	0.61 (61%)	0.4382	0.7627	0.520 (52.0%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	31	3	0.10 (10%)	0.0335	0.2490	0.110 (11.0%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	31	0	0.00 (0%)	0.0000	0.1102	0.015 (1.5%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on the first Monday in October.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the district (SPED Count Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

Special Education Trends Report

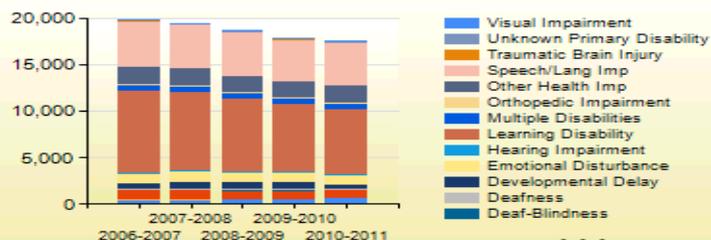
Special Education Trends Report

Year State/District/School

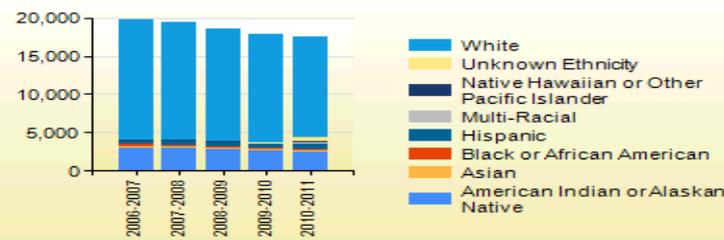
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[Data Definition & Explanations](#)

Special Education Trends By Disability



Special Education Trends By Race



Disability Name	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Autism	378	451	506	542	627
Child with Disability	141	55	0	0	0
Cognitive Delay	1,065	1,064	1,018	991	1,003
Deaf-Blindness	2	4	4	7	13
Deafness	38	33	32	31	27
Developmental Delay	530	759	762	719	334
Emotional Disturbance	1,059	1,100	1,030	988	1,037
Hearing Impairment	154	161	147	144	136
Learning Disability	8,786	8,405	7,813	7,314	6,980
Multiple Disabilities	604	588	558	578	622
Orthopedic Impairment	71	64	73	65	60
Other Health Imp	1,807	1,824	1,803	1,815	1,808
Speech/Lang Imp	4,964	4,738	4,720	4,478	4,665
Traumatic Brain Injury	75	64	56	59	56
Unknown Primary Disability	0	28	41	30	32
Visual Impairment	66	65	67	62	67

Race Name	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
American Indian or Alaskan Native	3,073	3,012	2,826	2,717	2,522
Asian	124	120	122	128	102
Black or African American	267	258	251	235	186
Hispanic	530	553	540	516	711
Multi-Racial	0	0	0	0	311
Native Hawaiian or Other Pacific Islander	36	31	50	47	42
Unknown Ethnicity	0	0	0	1	430
White	15,710	15,429	14,841	14,179	13,163

Homeless Student Verification Report - Secured

Homeless Student Verification Report

Year

District/School

1 of 2 ? Find | Next

[Data Definition & Explanations](#)

Year	School District	School	Grade	Identified as Homeless?
2011	Bozeman Elem	Chief Joseph Middle School	8th Grade	No
2010	Bozeman Elem	Chief Joseph Middle School	7th Grade	No
2009	Bozeman Elem	Chief Joseph Middle School	6th Grade	Yes
2011	Bozeman Elem	Hyalite Elementary	2nd Grade	No
2010	Bozeman Elem	Hyalite Elementary	1st Grade	No
2009	Bozeman Elem	Hyalite Elementary	Kindergarten Full Time	Yes
2011	Bozeman H S	Bozeman High School	10th Grade	No
2010	Bozeman H S	Bozeman High School	9th Grade	No
2009	Bozeman Elem	Chief Joseph Middle School	8th Grade	Yes
2011	Helena Elem	Helena Middle School	8th Grade	No
2010	Helena Elem	Helena Middle School	7th Grade	No
2010	Bonner Elem	Bonner School	6th Grade	No
2009	Bozeman Elem	Sacajaw ea Middle School	6th Grade	Yes
2011	Helena Elem	Helena Middle School	6th Grade	No

Homeless Student Lookup Report - Secured

Homeless Student Lookup Report

Last Name

First Name

Date of Birth 

1 of 1

Find | Next

[Data Definition & Explanations](#)

Year	School District	School	Grade	Identified as Homeless?
2011	Bozeman Elem	Chief Joseph Middle School	8th Grade	No
2010	Bozeman Elem	Chief Joseph Middle School	7th Grade	No
2009	Bozeman Elem	Chief Joseph Middle School	6th Grade	Yes

* = Data was masked to protect the identity of students using one of the following criteria:

1. Fewer than 10 students were reported in the grade or standard.
2. All students were reported in a single performance category

N/A = Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding.

Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.

Data as of: 06/29/2012

Montana Accreditation Standard – Academic Requirements



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Growth and Enhancement
of Montana Students

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Overview

Academic Requirements

List of Quick Facts

General Education

Traffic Education

Career and Technical Education

Adult and Basic Education

Indian Education

GEMS Secure > Program and Course Offerings > Academic Requirements

Montana Accreditation Standard - Academic Requirements

Study Areas	Middle School Academic Requirements	Jr. High and 7 & 8 School Academic Requirements	High School Academic Requirements	Graduation Requirements*	ACT Requirements**
English Language Arts	X	1 Unit	4 Units	4 Units	4 Years
Social Studies	X	1 Unit	3 Units	2 Units	3 Years
Mathematics	X	1 Unit	3 Units	2 Units	3 Years
Science	X	1 Unit	3 Units	2 Units	3 Years
Health Enhancement	X	1/2 Unit	1 Unit	1 Unit (1/2 Per Year)	
Visual Arts	X	1/2 Unit			
Music	X	1/2 Unit	2 Units Arts	1 Unit Arts	
Career and Technical Ed	X	1/2 Unit	2 Units	1 Unit	
World Languages	X	1/2 Unit	2 Units		
Exploratory/Elective	X	1/2 Unit	2 Units		

* A total of 20 Units are required for graduation: the 13 listed specified by the Montana Accreditation Standards and an additional 7 which may be specified by the local Board of Trustees

** American College Testing (ACT) defined as core courses for college preparation

Sources:

- Source for High School Requirements: ARM 10.55.904
- Source for Graduation Requirements: ARM 10.55.905

Requirements for Length of School Year

Levels	Annual Hours
Kindergarten (All Year - Half Day)	360
Kindergarten (Half Year - Full Day)	360
Grades 1 - 3	720
Grades 4 - 12	1080

Source: 20-1-301, MCA



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Courses Offered by School

Courses Offered by School

School Name

1 of 1 Find | Next

[Data Definition & Explanations](#)

List of Courses Offered by Big Sky High School

- Accounting
- Advanced Placement Calculus
- Advanced Placement English Literature & Composition
- Art
- Automotive Technology
- Biology/Physiology
- Building Trades
- Business Law
- Career Education
- Chemistry
- Civics/Government
- Computer Applications
- Distributive Education
- Drafting
- Drama
- Earth Science
- Electronics
- English/Language Arts
- Family/Consumer Sciences

Traffic Education Summary Report

Traffic Education Summary Report

Year

District

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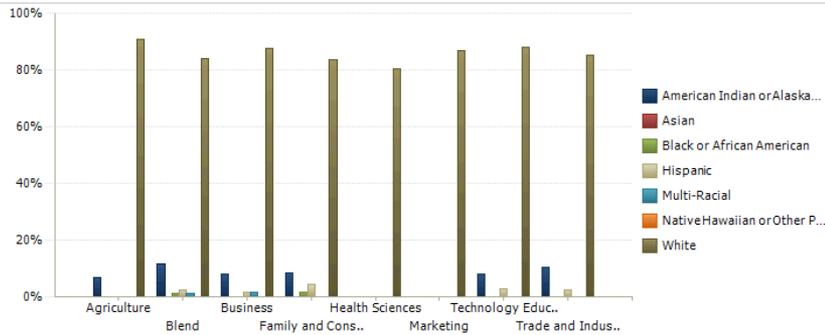
Data Definition & Explanations

	2008	2009	2010	2011	2012	Trend
Traffic Education Program Enrollment						
Expected Enrollment	30	32	24	21	7	
Students Eligible	30	32	22	21	12	
Students Completed	34	31	22	0	0	
Traffic Education Offered						
Before School	No	No	No	No	No	
During School	Yes	Yes	No	No	No	
After School	No	No	Yes	No	No	
Summer	No	No	Yes	No	No	
Traffic Education Program Fees						
Plan to Increase Fee	Yes	No	No	No	No	
First Semester Fee	\$125.00	\$150.00	\$150.00	\$0.00	\$0.00	
Second Semester Fee	\$125.00	\$150.00	\$150.00	\$0.00	\$0.00	
Summer Fee	\$0.00	\$0.00	\$150.00	\$0.00	\$0.00	
Traffic Education Program Characteristics						
Granted Credit	Yes	Yes	Yes	No	No	
Visual Acuity Screened	Yes	Yes	Yes	No	No	
Pedestrian Safety Instruction	Yes	Yes	Yes	No	No	
Bus Rider Safety Instruction	Yes	Yes	Yes	No	No	
Bicycle Safety Instruction	Yes	Yes	Yes	No	No	
Students with Disabilities	Yes	Yes	Yes	No	No	
Unit on Motorcycles	Yes	Yes	Yes	No	No	

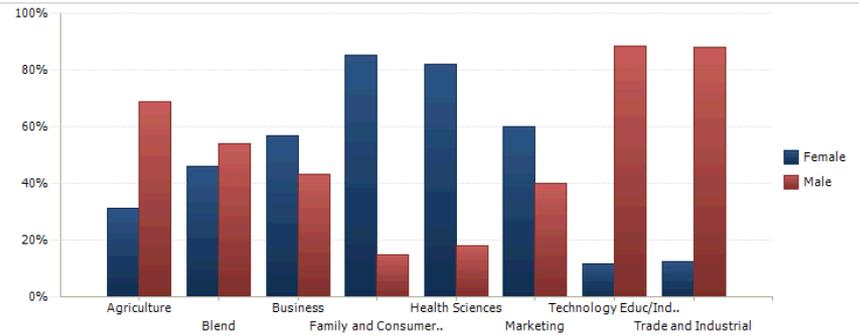
Career and Technical Education Participation Dashboard

Year: 2010-2011 School Districts: All

Area of Concentration by Ethnicity

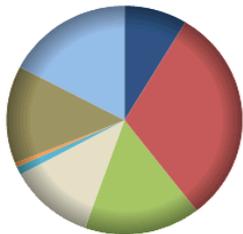


Area of Concentration by Gender



Career Education Enrollment

Concentrator Count Percent - Masked



- Agriculture
- Blend
- Business
- Family and Consumer Sciences
- Health Sciences
- Marketing
- Technology Education/Industrial Arts
- Trade and Industrial

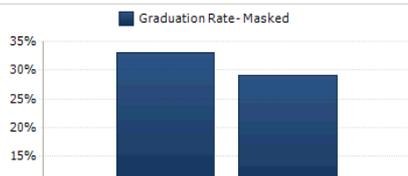
Area of Concentration Membership

Student Career Education Area of Concentration	Concentrator Count - Masked	Concentrator Count Percent - Masked
Agriculture	452	8.62%
Blend	1,617	30.84%
Business	833	15.89%
Family and Consumer Sciences	614	11.71%
Health Sciences	61	1.16%
Marketing	30	0.57%
Technology Education/Industrial Arts	723	13.79%
Trade and Industrial	906	17.28%
Unknown Area of Concentration	*	*

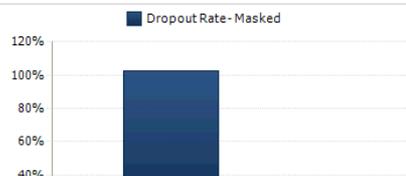
Concentrator Graduation Rate by Area of Concentration

Student Career Education Area of Concentration	Student Graduation Rate - Masked
Agriculture	97.48%
Blend	95.94%
Business	97.56%
Family and Consumer Sciences	96.47%
Health Sciences	96.72%
Marketing	96.55%
Technology Education/Industrial Arts	95.49%
Trade and Industrial	95.70%
Unknown Area of Concentration	*

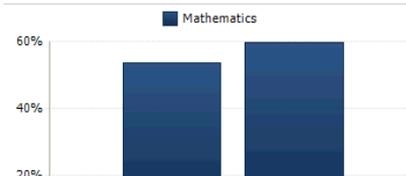
Graduation Rate Comparison



Dropout Rate Comparison



MontCAS (CRT) Mathematics Proficiency Comparison



MontCAS (CRT) Reading Proficiency Comparison



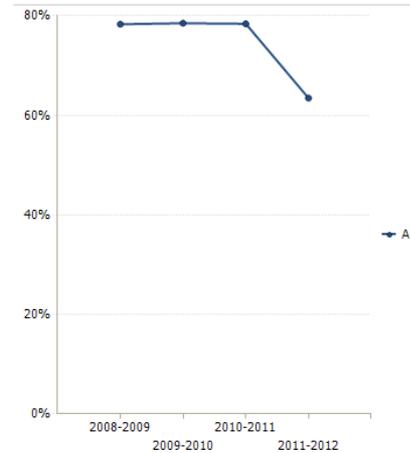
Career and Technical Education Perkins Performance Dashboard

Year: 2010-2011 School Districts: All

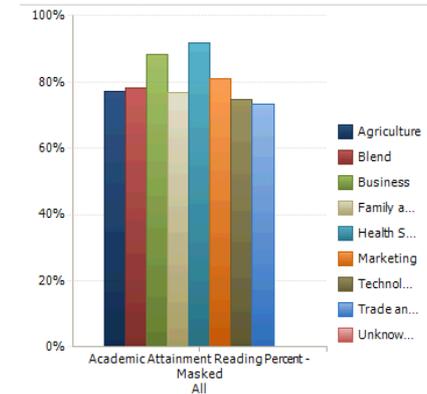
Perkins Performance Indicators

	Count	Percent	State Target	Threshold Target
1S1 - Academic Attainment - Reading				
All	3,730	78.4%	83.0% ▲ -6%	74.7% ● 5%
1S2 - Academic Attainment - Mathematics				
All	2,588	54.4%	68.0% ▲ -20%	61.2% ▲ -11%
2S1 - Technical Skill Attainment				
All	222	70.9%	82.0% ▲ -14%	73.8% ▲ -4%
3S1 - School Completion				
All	5,000	97.8%	82.0% ● 19%	73.8% ● 32%
4S1 - Student Graduation Rates				
All	4,924	96.3%	82.0% ● 17%	73.8% ● 30%
5S1 - Placement				
All	5,162	97.6%	84.0% ● 16%	75.6% ● 29%
6S1 - Nontraditional Participation				
All	5,182	22.6%	15.5% ● 46%	14.0% ● 61%
6S2 - Nontraditional Completion				
All	296	12.9%	15.5% ▲ -17%	14.0% ▲ -8%

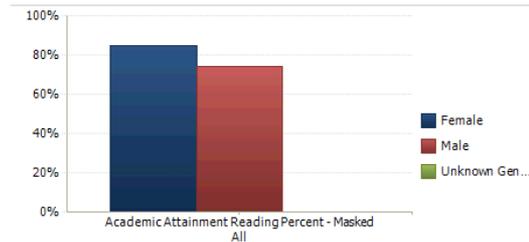
Performance Trends



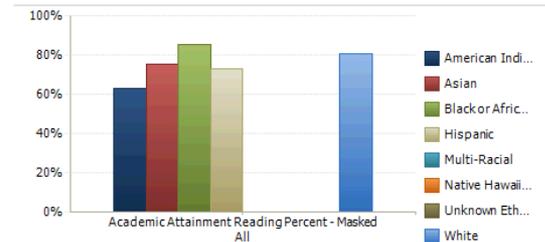
Performance by Area of Concentration



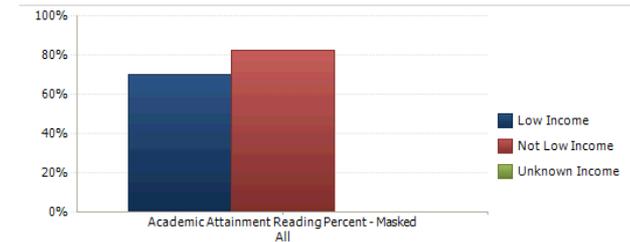
Performance by Gender



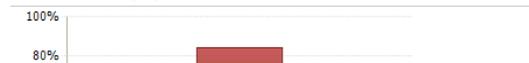
Performance by Ethnicity



Performance by Low Income Status



Performance by Special Education



Performance by Limited English Proficiency



Performance by Migrant



Q & A

Thank You!

FURTHER QUESTIONS?

CONTACT THE OPI HELP DESK:

406-444-5222

[EMAIL-OPIGEMSHelpDesk@MT.GOV](mailto:EMAIL-OPIGEMSHelpDesk@mt.gov)

DOWNLOAD THE SLIDES HERE:

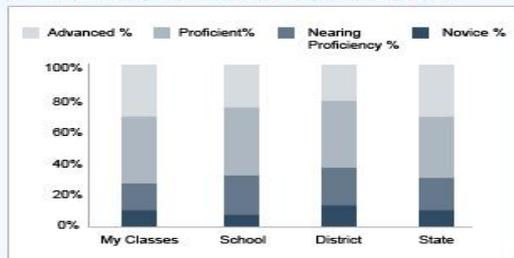
[HTTP://GEMS.OPI.MT.GOV/TRAININGCENTER/](http://GEMS.OPI.MT.GOV/TRAININGCENTER/)

Appendix – Looking Forward

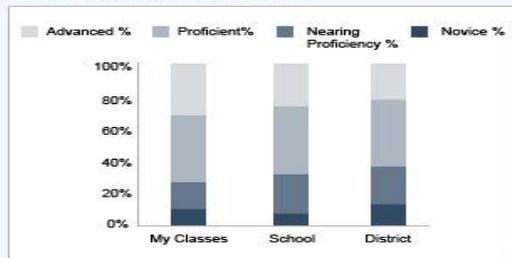
Educator Dashboard

School Year: Content Area:

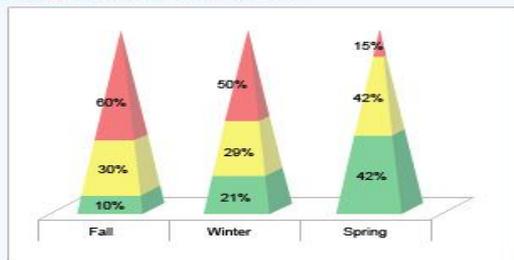
STATEWIDE ASSESSMENTS - MONTCAS (CRT)



LOCAL ASSESSMENTS - MAP



EARLY WARNING INDICATOR



GRADES

	S+	S	S-	G+	G	G-	N+	N	N-
5th - Jennings	3	5	4	5	4	2	2	1	1
5th - Meyers	2	4	6	4	5	3	1	2	0
5th - Smith	4	4	3	6	4	3	1	0	1

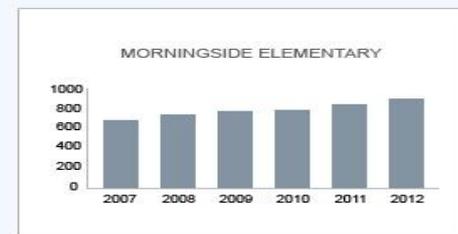
MY CLASSES

School Year:

Students Enrolled	
5th - Jennings	27
5th - Meyers	24
5th - Smith	27

ENROLLMENT TRENDS

Enrollment:



IEP Individualized Education Program
 LANG Language
 R Repeater
 Over Age
 SS Special Services
 TA Test Accommodation
 LE Late Enrollment
 PT Partial Transcript
 Met Goal
 Almost Below Goal
 Below Goal
 Trending Up
 Trending Down

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Reports & Data

GEMS > Reports & Data > Educator Dashboard > Roster

[Dashboard Help](#) [View a Dashboard Demo](#)

- Quick Fact Documents
- Parameter Based Reports
- Data Analysis Dashboards

Educator Dashboard

Year: Grade Level: Class: Warning Indicator:

Class Overview

Student Name	Grade	Designations	State Assessment 2012		Local Assessment MAP Spring		Math Q4	Reading Q4	Period Year End
			Math	Reading	Math	Reading	Grades	Grades	Absences
Abbott, Miranda	5		298 ▲	282	169 ▲	164 ▲	G+	G	6
Carter, Heather	5		275	250 ▲	163	167 ▲	S+	G-	11
Farmer, Daniel	5		■ 210 ▼	▲ 231 ▼	■ 147 ▼	▲ 146 ▼	G-	S+	11
Gipson, Tara	5		273 ▲	260	175 ▲	168	G+	G+	3
Graham, Michael	5		▲ 250 ▲	▲ 233 ▼	▲ 156 ▼	▲ 145 ▼	S+	S	18
Humphery, Samuel	5		■ 215 ▼	▲ 242 ▼	■ 140 ▼	▲ 146 ▲	S	N	3
Jorden, Jeffery	5		265	264	164	164	G+	G+	10
Kay, Lauryn	5		270 ▲	264 ▲	176 ▲	177 ▲	G+	G+	7
Lewis, Sarah	5		■ 208 ▼	▲ 246	▲ 154 ▲	▲ 153 ▲	S+	S-	1
Martin, Austin	5		▲ 252 ▲	260	▲ 160 ▲	158	G	S	9
McDonald, Sarah	5		269	264 ▲	166	161 ▲	G+	G+	13
Merz, Alisa	5		▲ 245 ▲	▲ 240 ▼	▲ 157 ▲	▲ 149 ▼	G	S	14
Nielsen, Amanda	5	IEP	■ 220 ▼	▲ 246	■ 152 ▼	▲ 155 ▼	G	G	16
Nigh, Tommy	5		269 ▲	294	168 ▲	170 ▲	G+	G+	3
Perkins, Nick	5		283 ▲	282 ▲	173 ▲	166 ▲	G+	G+	26.5
Reed, Ryan	5		273	▲ 236 ▼	164	▲ 155 ▼	G	N/A	6
Sutter, Samantha	5		▲ 243 ▼	267	169 ▲	166	G	G	6.5
Weinhold, Florence	5		▲ 235 ▼	▲ 241 ▼	▲ 154	▲ 155 ▼	S+	G	14.5

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Amanda Nielsen Grade: 5 Teacher: Jessica Meyers **IEP** Individualized Education Program

Student Information Academic Dashboard

Amanda Nielsen

2010 10th Ave S
Great Falls, MT 59405

STUDENT AT RISK

DEMOGRAPHICS

Date of Birth: April 28, 2001
Place of Birth: Great Falls, Montana
Current Age: 11
Gender: Female
Hispanic or Latino: No
Race: White/Caucasian
Home Language: English
Student Language: English

PARENT/GUARDIAN INFORMATION

PRIMARY CONTACT
Name: Michele Nielsen
Relation to Student: Mother
Address: 2010 10th Ave S
Great Falls, MT 59405
Home Phone: 406-214-9291
Work Phone: ---
Cell Phone: 406-435-1588
Email: mn1@yahoo.com

OTHER CONTACTS
Name: Zach Nielsen
Relation to Student: Father
Address: 2010 10th Ave S
Great Falls, MT 59405
Home Phone: 406-214-9291
Work Phone: 406-618-5469
Cell Phone: 406-623-1171
Email: z.nielsen@yahoo.com

SCHOOL INFORMATION

Grade Level: 5
Cohort Year (2nd Grade): 2008
Homeroom: Meyers
Date of Entry: September 25, 2006
Date of Withdrawal:

PROGRAM STATUS

- Bilingual Program
- English as Second Language
- Free/Reduced Lunch Participation
- Gifted/Talented
- Special Education
- Title 1 Participation

OTHER STUDENT INFORMATION

- Economically Disadvantaged
- Homeless
- Immigrant
- Limited English Proficient
- Migrant
- Repeater (1 or more grades in past three years)

SPECIAL SERVICES

- Special Education Services
- Primary Instructional Setting
- Other Services
- Individualized Education Program

Student Documents

Type	Name	Modified	Modified By
	Behavior Incidents	4/25/2012 12:16 PM	 Brougham, Nick
	Customized Learning Plan	4/26/2012 12:19 PM	 Brougham, Nick
	SLC	5/3/2012 8:59 PM	 Brougham, Nick

 View Properties
 Edit Properties
 Edit in Microsoft PowerPoint
 Check Out
 Compliance Details
 Alert Me
 Send To
 Delete

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Amanda Nielsen Grade: 5 Teacher: Jessica Meyers IEP Individualized Education Program

Student Information **Academic Dashboard**

Overview
Attendance
Assessments
Grades

Overview

Summary	Status
---------	--------

ATTENDANCE
Student's attendance patterns
 ATTENDANCE
 Daily and class period attendance



ASSESSMENTS
State and local examinations and assessments
 LOCAL ASSESSMENTS
 Performance and progress on local standardized tests
 STATE ASSESSMENTS
 Performance and progress on state standardized tests
 OTHER ASSESSMENTS
 Performance and progress on other standardized tests



GRADES
 SUBJECT AREA GRADES
 Performance and progress in subject areas
 REPEATED GRADE LEVELS
 Number of repeated grade levels within last three years
 FAILING SUBJECT AREAS
 Number of failing subject areas



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Amanda Nielsen Grade: 5 Teacher: Jessica Meyers IEP Individualized Education Program

Student Information | **Academic Dashboard** | Assessments | Grades

[Overview](#) | [Attendance](#) | **[Assessments](#)** | [Grades](#)

Assessments

Local Assessments	Status	Value	Trend	
MAP ASSESSMENT				
Test scores and whether met standard				
MATH (MAP-MATH)	■ Below	152	 	■
READING (MAP-READ)	▲ Still Dev.	155	 	
LXR ASSESSMENT				
Test scores and whether met standard				
MATH	■ Below	152	 	■
READING	▲ Still Dev.	155	 	
WRITING				
Test scores and whether met standard				
HOLISTIC SCORE	● Above	4	 	
State Assessments				
STATE				
Test scores and whether met standard				
MATH MONTCAS (CRT)	■ Below	220	 	■
READING MONTCAS (CRT)	▲ Still Dev.	246	 	

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Amanda Nielsen Grade: 5 Teacher: Jessica Meyers IEP Individualized Education Program

Student Information Academic Dashboard

[Overview](#) | [Attendance](#) | [Assessments](#) | Grades

Grades

Subject Area/Course Grades	Status	Value	Trend
----------------------------	--------	-------	-------

SUBJECT AREA COURSE GRADES

Performance and progress in subject areas

READING/ELA	● Met Goal	G	
WRITING	● Met Goal	G	
MATHEMATICS	● Met Goal	G	
SCIENCE	■ Below	S	 
SOCIAL STUDIES	▲ Still Dev.	N	

Repeated Grades or Course Failing	Status	Value	Trend
-----------------------------------	--------	-------	-------

REPEATED GRADE LEVELS

Number of repeated grade levels within the last three years

● No 0

FAILING GRADES

Number of subject areas failed within last three years

● No 0

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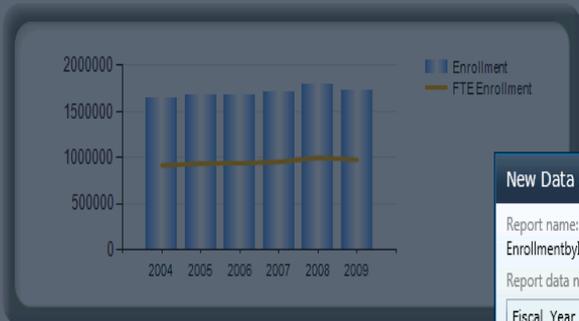
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Census Midterm Enrollment



	2004	2005	2006	2007	2008	2009
Regional Universities	166,781	166,270	167,389	167,283	179,051	178,464
Research Universities	460,595	454,473	445,497	443,836	466,110	467,876
State Colleges	196,963	206,260	209,864	217,976	236,087	238,087
State Universities	598,808	616,357	623,145	634,576	654,110	654,110
Two-Year Colleges	221,993	235,406	237,206	239,285	248,087	248,087
Total	1,645,140	1,678,766	1,683,101	1,702,956	1,784,110	1,784,110

4/5/2012 11:01:01 AM

Parameters

Sector: All Institution

Degree Type: All Miscellaneous Attributes

Gender: All Gender

Age Range: All Miscellaneous Attributes

Race: All Race

Admit Type: All Student Attributes

New Data Alert - EnrollmentbyInstitution

Report name: EnrollmentbyInstitution

Report data name: Fiscal_Year_Collection

Alert name: EnrollmentbyInstitution

Alert me if any data has: Enrollment is less than 5000

Schedule settings: Recurrence pattern: Daily - every 1 day(s)

Email settings: Recipient(s): pleblanc@microsoft.com

Subject: Data alert for EnrollmentbyInstitution

Description:

Alert will be saved to: http://spdemo2/sites/Contosou

Save Cancel

Year	Institution	Enrollment	FTE Enrollment
166781	Abraham Lincoln State University	70707	1645140
166270	Abraham Lincoln State University	69110	1678766
167389	Abraham Lincoln State University	69173	1683101
167283	Abraham Lincoln State University	70458	1702956
179051	Abraham Lincoln State University	74640	1784642
167564	Abraham Lincoln State University	67760	1728087
166781	Martin Van Buren University	96074	1645140
166270	Martin Van Buren University	97160	1678766
167389	Martin Van Buren University	98216	1683101
167283	Martin Van Buren University	96825	1702956
179051	Martin Van Buren University	104411	1784642
167564	Martin Van Buren University	99804	1728087
460595	Andrew Jackson University	168228	1645140
454473	Andrew Jackson University	164615	1678766

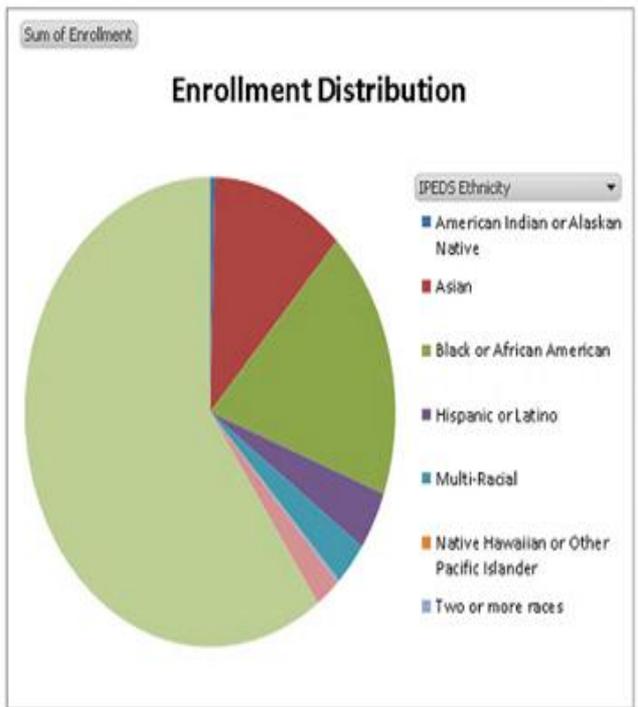
Academic PowerPivot Demo

Student Academic Level

Graduate Students	Other Students
Professionals	Residents and Interns
Undergraduate Students	Unknown

Calendar Year

1999	2000
2001	2002
2003	2004
2005	2006
2007	2008
2009	1998
2010	



Enrollment

Degree	Gender		Grand Total
	Female	Male	
Advanced Certificate	2,480	1,679	4,159
Bachelors	5,409	2,787	8,196
Certificate of Less than One Year	90	171	261
Doctorate	205,916	207,496	413,412
Education Specialist	59,151	20,033	79,184
First Professional		11	11
Less than One-Year Certificate	336	236	572
Masters	717,604	509,997	1,227,601
Non-Degree Seeking Post-Baccalaureate	4,339	1,836	6,175
Non-Degree Seeking Undergraduate	7,454	4,593	12,047
One-Year Certificate	194	336	530
Unknown	1,244	596	1,840
Grand Total	1,004,217	749,771	1,753,988

PowerPivot Field List

Choose fields to add to report:

Search

- Academic Program
 - CIP6 Desc
 - Academic Level
 - Degree Level Code
 - Degree Level
 - Degree Acronym
 - Degree
 - Major
 - Independent Degree
 - Current DMA Status
- Academic Term
- Federal CIP
- Gender
- Institution
- Misc Attributes
- Ethnicity
- Enrollment
- Indicators
- Student Attributes

Slicers Vertical Slicers Horizontal

Calendar Year StudentAcadem...

Report Filter Column Labels

Gender

Row Labels Values

Degree Level Enrollment

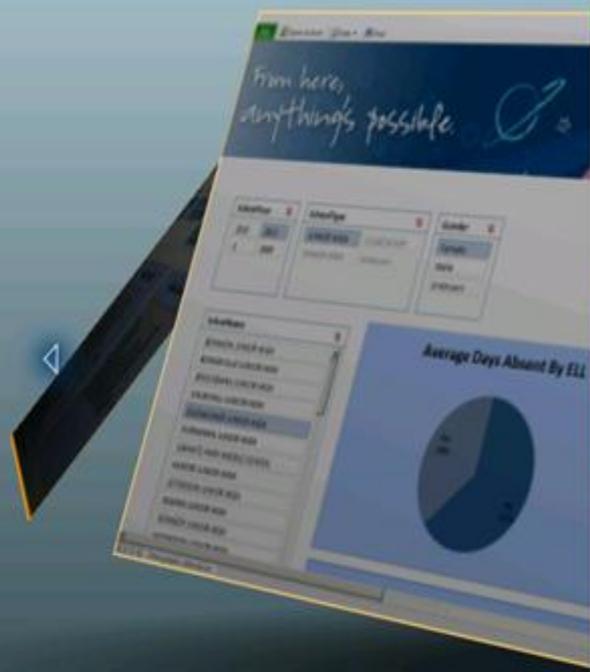
- Contoso Public Schools | District View
- Dashboards
- Data Connections
- Libraries
- BISM Connections
- Power Pivot
- SQL Reports
- Crescent Reports
- Data Sources
- Report Parts
- Datasets
- PerformancePoint Content
- District View
- Recycle Bin
- All Site Content

Power Pivot

Last Modified By: Jason Morales, Date: 10/26/2011
 Created By: Patrick LeBlanc

Attendance and Grades

Demographic Attendance



File | Open in Excel | Data | Print

SchoolYear	SchoolType	Ethnicity		Gender
2009	ELEMENTARY	AFRICAN AMERICAN	AMERICAN INDIAN / ALASKAN NATIVE	Female
2010	JUNIOR HIGH	ASIAN	CAUCASIAN / WHITE	Male
2011	SENIOR HIGH	HISPANIC / SPANISH	PACIFIC ISLANDER	
	Unknown	Unknown		

Grade and Attendance

Grade	Average Percent Grade	Total Absence
First	~96.5%	~160,000
Second	~94.5%	~160,000

Total Absence By Ethnicity

Ethnicity	Total Absence
AFRICAN AMERICAN	~20,000
AMERICAN INDIAN / ALASKAN NATIVE	~18,000
ASIAN	~12,000
CAUCASIAN / WHITE	~16,000
HISPANIC / SPANISH	~15,000
PACIFIC ISLANDER	~21,000
Unknown	~5,000

Attendance and Grades



PowerPivot - sample chart view with slicers

SchoolYear

2009

2010

2011

SchoolType

ELEMENTARY

JUNIOR HIGH

SENIOR HIGH

Unknown

Ethnicity

AFRICAN AMERICAN

AMERICAN INDIAN / ALASKAN NATIVE

ASIAN

CAUCASIAN / WHITE

HISPANIC / SPANISH

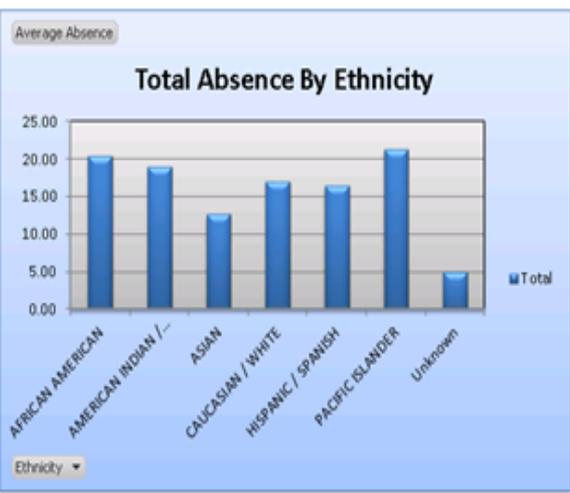
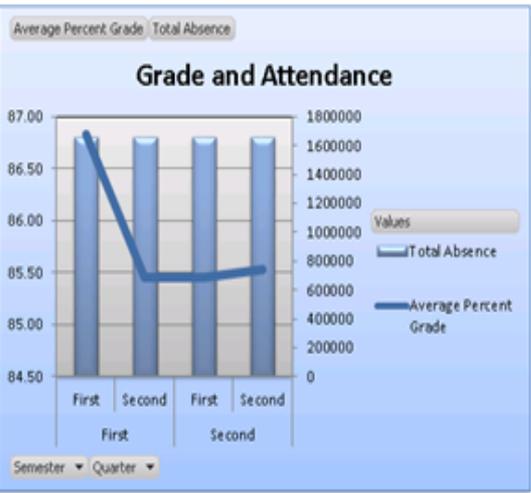
PACIFIC ISLANDER

Unknown

Gender

Female

Male



Row Labels	Average Absence Status	Average Absence Value
ACADEMY PARK ELEMENTARY	Green	7.52
ARCADIA ELEMENTARY	Green	11.37
BEEHIVE ELEMENTARY	Green	7.56
BENNION ELEMENTARY	Green	7.18
BENNION JUNIOR HIGH	Yellow	21.09
BONNEVILLE JUNIOR HIGH	Yellow	26.49
BROCKBANK JUNIOR HIGH	Yellow	21.32
CALVIN S. SMITH ELEMENTARY	Green	10.07
CARL SANDBURG ELEMENTARY	Green	7.06
CHURCHILL JUNIOR HIGH	Green	16.09
COPPER HILLS ELEMENTARY	Green	7.38
COTTONWOOD ELEMENTARY	Green	8.22
COTTONWOOD SENIOR HIGH	Yellow	36.92
CRESTVIEW ELEMENTARY	Green	7.46
CYPRUS SENIOR HIGH	Yellow	40.34
DAVID GOURLEY ELEMENTARY	Green	11.73
DIAMOND RIDGE ELEMENTARY	Green	7.78
DOUGLAS T. ORCHARD ELEMENTARY	Green	7.17
EASTWOOD ELEMENTARY	Green	7.49
EISENHOWER JUNIOR HIGH	Yellow	24.05
EVERGREEN JUNIOR HIGH	Green	18.01
FOX HILLS ELEMENTARY	Green	7.39
GEARLD L. WRIGHT ELEMENTARY	Green	9.43
GRANGER ELEMENTARY	Green	7.06
GRANGER SENIOR HIGH	Yellow	41.23

[StudentSK] Average Score:=AVERAGEX(Assessments, Assessments[Score])

StudentSK	YearInScho...	SchoolYearSK	TestCo...	SubTestCo...	SubTestScoreTy...	Ethnic...	Gen...	TestCla...	Scho...	TestDa...	Score
27702	21	5	29	314	98	34	4	-1	332	20100614	1
27707	21	5	29	314	98	34	4	-1	332	20100614	1
27713	21	5	29	314	98	34	4	-1	332	20100614	1
27714	21	5	29	314	98	34	4	-1	332	20100614	1
27716	21	5	29	314	98	34	4	-1	332	20100614	1
27717	21	5	29	314	98	34	4	-1	332	20100614	1
27721	21	5	29	314	98	34	4	-1	332	20100614	1
27722	21	5	29	314	98	34	4	-1	332	20100614	1
27723	21	5	29	314	98	34	4	-1	332	20100614	1
27724	21	5	29	314	98	34	4	-1	332	20100614	1
27725	21	5	29	314	98	34	4	-1	332	20100614	1
27726	21	5	29	314	98	34	4	-1	332	20100614	1
27727	21	5	29	314	98	34	4	-1	332	20100614	1
27728	21	5	29	314	98	34	4	-1	332	20100614	1
27730	21	5	29	314	98	34	4	-1	332	20100614	1
27731	21	5	29	314	98	34	4	-1	332	20100614	1
27732	21	5	29	314	98	34	4	-1	332	20100614	1
27733	21	5	29	314	98	34	4	-1	332	20100614	1
27734	21	5	29	314	98	34	4	-1	332	20100614	1
27735	21	5	29	314	98	34	4	-1	332	20100614	1
27736	21	5	29	314	98	34	4	-1	332	20100614	1
27737	21	5	29	314	98	34	4	-1	332	20100614	1
27738	21	5	29	314	98	34	4	-1	332	20100614	1
27739	21	5	29	314	98	34	4	-1	332	20100614	1
27740	21	5	29	314	98	34	4	-1	332	20100614	1
27741	21	5	29	314	98	34	4	-1	332	20100614	1
27742	21	5	29	314	98	34	4	-1	332	20100614	1
27762	21	5	29	314	98	34	4	-1	332	20100614	1
27702	21	5	29	314	98	34	4	-1	332	20100614	1
27707	21	5	29	314	98	34	4	-1	332	20100614	1
27713	21	5	29	314	98	34	4	-1	332	20100614	1
27714	21	5	29	314	98	34	4	-1	332	20100614	1

Manage Relationships

Create Edit Delete

Active	Table	Related Lookup Table
<input checked="" type="checkbox"/>	SubTestCode [TestCodeSK]	TestCode [TestCodeSK]
<input checked="" type="checkbox"/>	SubTestScoreType [TestCodeSK]	TestCode [TestCodeSK]
<input checked="" type="checkbox"/>	Assessments [TestDateSK]	Date [DateSK]
<input checked="" type="checkbox"/>	Assessments [EthnicitySK]	Ethnicity [EthnicitySK]
<input checked="" type="checkbox"/>	Assessments	

Edit Relationship

Edit a lookup relationship between two tables

Change the attributes of the existing relationship.

Table: SubTestCode Column: TestCodeSK

Related Lookup Table: TestCode Related Lookup Column: TestCodeSK

Active

OK Cancel

Average Score: 58.463045848...

PowerPivot for Excel - Power Pivot.xlsx

Home Design

Paste Append Paste Replace Paste Copy

From Database From Report From Azure DataMarket From Text From Other Sources Refresh PivotTable

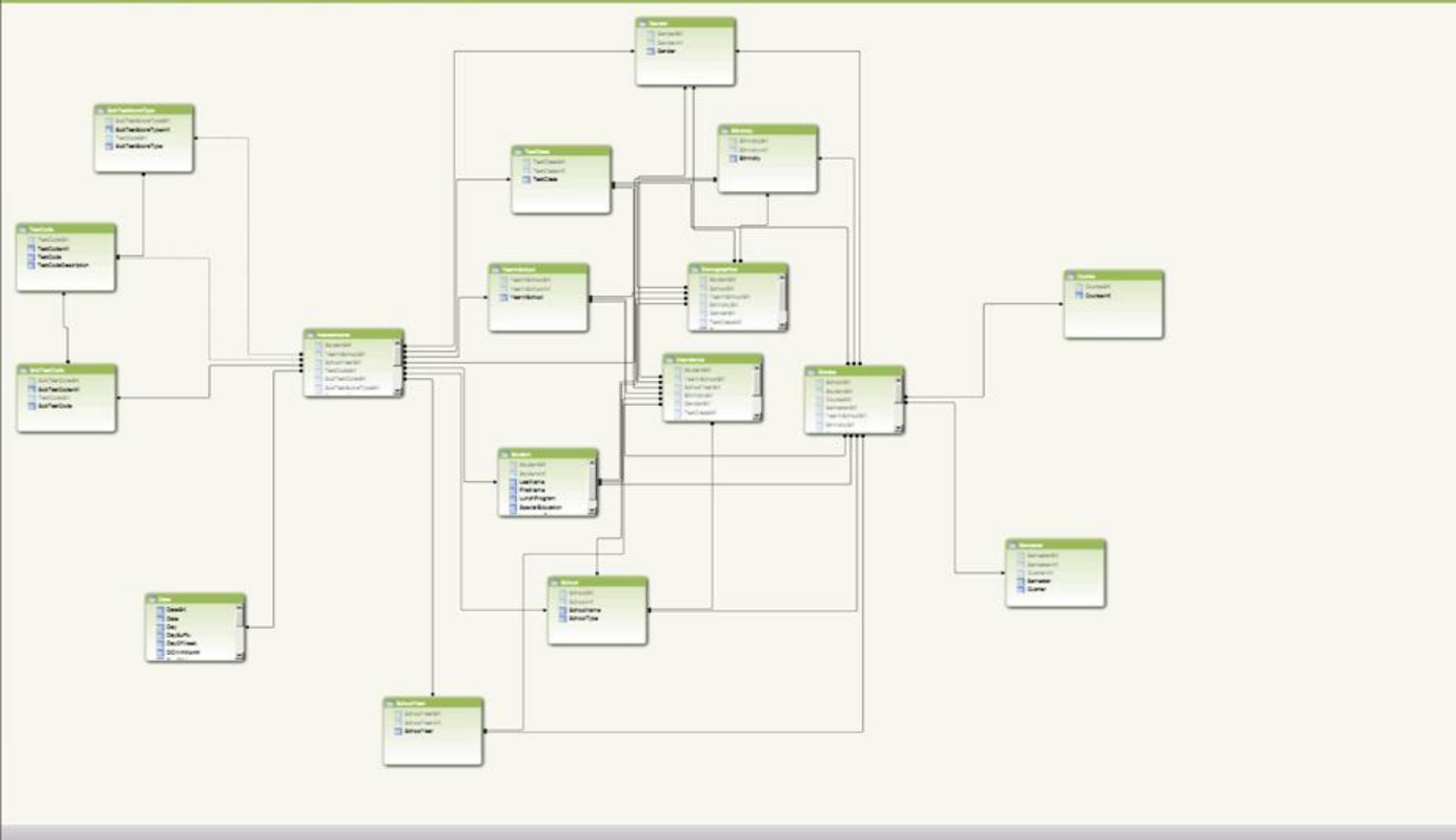
Data Type: - Format: - \$ - % + 0.00 -0.00

Sort A to Z Sort Z to A Clear Sort Clear All Filters Sort by Column

AutoSum Create KPI

Data View Diagram View Show Hidden Measure Grid

Reset Layout Display Columns Measures Hierarchies KPIs



Home Design Advanced

Paste Append Paste Replace Copy From Database From Report From Azure DataMarket From Text From Other Sources Refresh PivotTable

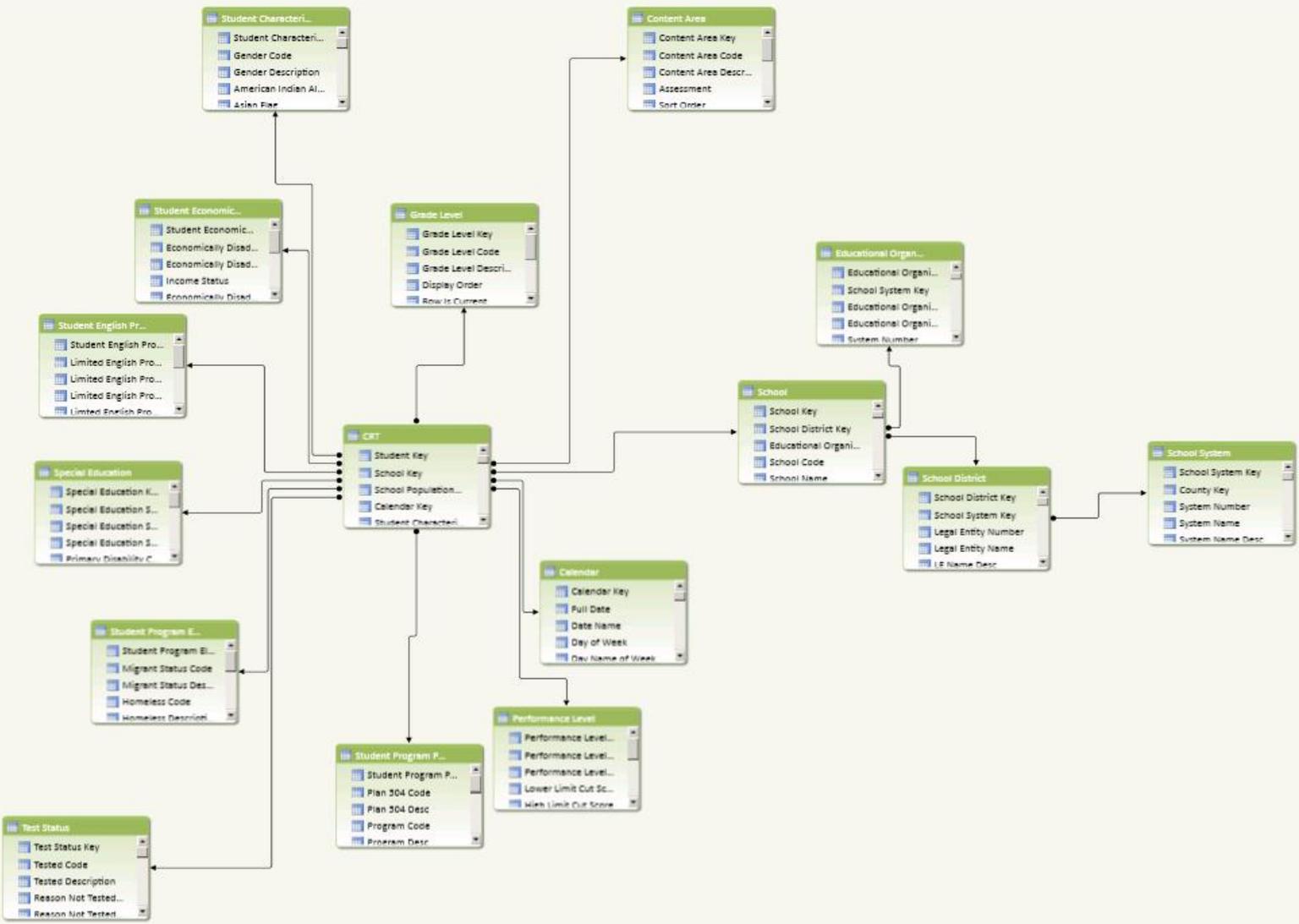
Data Type: Format: \$ % +.0 -.00 +.00 -.00

Sort A to Z Sort Z to A Clear Sort Clear All Filters Sort by Column

AutoSum Create KPI

Data View Diagram View Show Hidden Calculation Area

Select perspective: <Default> Reset Layout Display: Columns Measures Hierarchies KPIs



Save

Save As

Open

Close

Info

Recent

New

Print

Save & Send

Help

Options

Exit

Save & Send



Send Using E-mail



Save to Web



Save to SharePoint

File Types



Change File Type



Create PDF/XPS Document

Save to SharePoint

Save to a SharePoint site to collaborate with other people on this workbook.



Current Location

 Power Pivot
<http://spdemo/sites/Gr>

Recent Locations

 Power Pivot
<http://spdemo/sites/Gr>

Locations

Browse for a location



Save As

Publish Options

Show Parameters

Only the selected items are shown by Excel in the browser. The entire workbook is always shown in Excel.

Sheets

- All Sheets
 - Data for Sheet6 Chart 1
 - Sheet6
 - Data for Sheet1 Chart 2
 - Data for Sheet1 Chart 12
 - Data for Sheet1 Chart 14
 - Data for Sheet11 Chart 1
 - Data for Sheet11 Chart 2
 - Data for Sheet11 Chart 3
 - Data for Sheet11 Chart 4

OK

Cancel

Report1.rdx - Windows Internet Explorer

http://spdemo2/_layouts/ReportServer/AdHocReportDesigner.aspx?RelativeReportUrl=...

Enrollment Dashboard | Reporting Services - District Enr... | Power View Reports | Report1.rdx | Applicant Information | Reporting Services - Enrollment...

File Home

Paste | Text Box | New View

B I U | A A | \$ % , | .00 .00

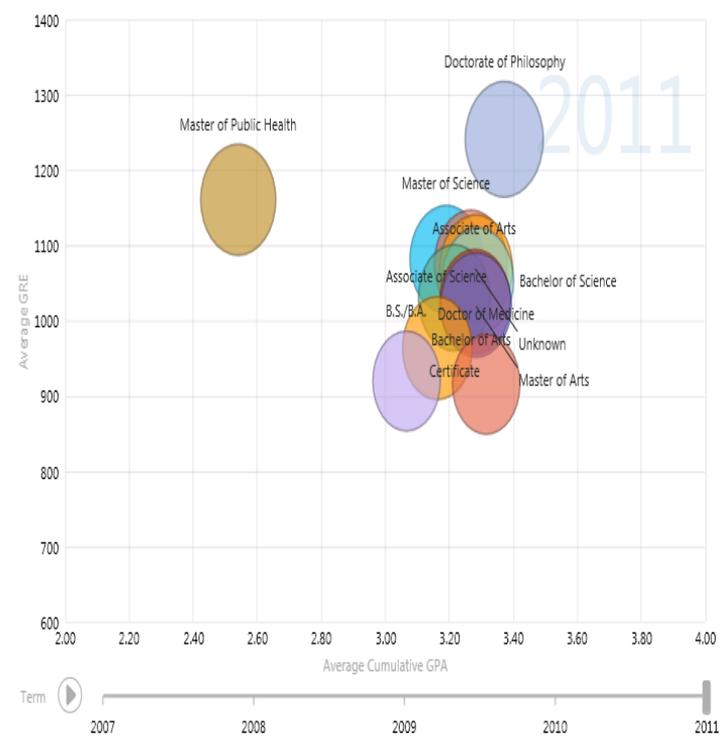
Alignment | Arrange | Fit To Window | Reading Mode | Full Screen | Filters Area

Clipboard | Insert | Views | Text | Number | Arrange | Display | Filters

View 1/1

Click here to add a title

Average Cumulative GPA, Average GRE, and Average GRE by Degree



- ▷ Ethnicity
- ▷ FactSummary
- ▷ Gender
- ▷ Geography
- ▷ Institution
- ▲ Program
 - Program
 - Program ShortName
- ▷ Race
- ▲ Term
 - Term
- ▷ Users

Fields:

Drag a field here

1:57 PM

Export Print Jessica Meyers My Dashboard

Mathematics Class Overview

All Students

Student Photo	Student Name	Designations	%Attendance	Assesments	Grades
	Anderson, Aimee	GT	● 24.8	● 2412	0
	Bantanna, Carla	SS	● 11.4	2354	0

7 PM

a Meyers My List View

All Students

1:57 PM

Export Print Jessica Meyers My Dashboard

Carla Bantanna

Select a Student

Student Information

Address:
4325 Killens Pond Road
Felton, DE 19943

Parent /Caregiver:

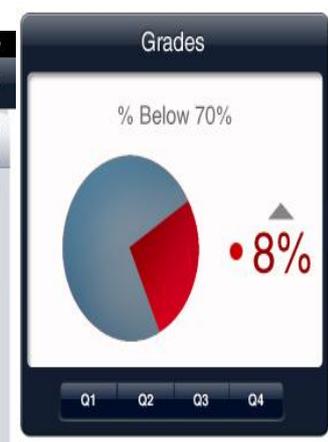
Name: Carmela Bantanna
Relation to Student: Mother
Address: Same as Student
Home Phone: 302-214-9291
Work Phone: ---
Cell Phone: 302-435-1588
email: cb1@yahoo.com

Parent /Caregiver:

Name: Jose Bantanna
Relation to Student: Father
Address: Same as Student
Home Phone: 302-214-9291
Work Phone: 302-618-5469
Cell Phone: 302-623-1171
email: j.bantanna@frtg.com

Persona Data:

Date of Birth: April 28, 1996 **Gender:** Female
Place of Birth: Ballwin, Missouri **Hispanic/Latino:** Yes
Current Age: 15 **Race:** White/Caucasian



Comments

▶

Lorem ipsum dolor sit amet

Verandum en cutious

Duis aute dolor in reprehenderit

Excepteur occaecat cupidatat

TODAY'S ENTRIES

Hello, [Amy Woodlee](#) | [Help](#) | [Log Out](#)

Switch Dashboard Level... ▾

GO →

Select a Student... ▾

GO →

PRINT



Jose Spence

Grade 5

SS LANG R

Student Information

Academic Dashboard

Current Schedule

Academic Profile



Jose Spence

506 Willow Bend Dr
Leonard, TX 72769

Guardian/Parent Information

Primary Contact

Name Alva Spence
Relation to Student Father
Address 506 Willow Bend Dr
 Leonard, TX 72769
Cell Phone (555) 555-1111
Work Phone (555) 555-0000
Email aspence@sitename.com

Demographics

Date of Birth August 16, 2000
Place of Birth Leonard, TX
Current Age 11
Gender Male
Hispanic or Latino Yes
Race White
Home Language Spanish
Student Language Spanish

Jose's Student Information Dashboard

Other Contacts

Name Julia Spence
Relation to Student Mother
Address 506 Willow Bend Dr
 Leonard, TX 72769
Cell Phone (555) 555-6789
Work Phone (555) 555-2222
Email jspence@sitename.com

School Information

Grade Level 5
Cohort Year (2nd Grade) 2006
Homeroom A. Woodlee
Date of Entry September 25, 2010
Date of Withdrawal

Program Status

- Bilingual Program
- English as Second Language
- Free/Reduced Lunch Participation
- Gifted/Talented
- Special Education
- Title 1 Participation

Hello, [Brandon Ybarra](#) | [Help](#) | [Log Out](#)

Switch Dashboard Level... ▼

GO →

Select a Student... ▼

GO →

PRINT



Aaron Deshotel

Grade 7

SS

LANG

R

Student Information

Academic Dashboard

Current Schedule

Academic Profile

Overview

Attendance and Discipline

Assessments

Grades and Credits

ATTENDANCE AND DISCIPLINE

[+ Show All Details](#)

ATTENDANCE

STATUS ⊕

VALUE ⊕

TREND ⊕

⊕

DETAILS ⊕

Daily Attendance Rate (Through October 22, 2010)¹

% of days student is in attendance

Period	Status	Value	Trend	Alert	Details
Last Four Weeks	95%	1	▼		+ More...
Last Eight Weeks	98%	1	◄		
Year to Date	98%	1	◄		

Tardy Rate

Period	Status	Value	Trend	Alert	Details
Last Four Weeks	95%	1	▼		
Last Eight Weeks	98%	1	◄		
Year to Date	98%	1	◄		

DISCIPLINE

STATUS ⊕

VALUE ⊕

TREND ⊕

⊕

DETAILS ⊕

Discipline Referrals (Through October 22, 2010)

Log of discipline events for the current year by type

Category	Status	Value	Trend	Alert	Details
All Discipline Incidents Excluding School Code of Conduct	MET GOAL	0	◄		+ More...
School Code of Conduct Incidents	MET GOAL	1	◄		+ More...

SS Special Services LANG Language R Repeater

Met Goal Met Goal

Below Goal Below Goal

▲ Trending Up

▼ Trending Down

◄ Neutral Trend

🚩 Alert





Joslyn Hall

Grade 9 SS LE

Student Information

Academic Dashboard

Current Schedule

Academic Profile

Overview

Attendance and Discipline

Assessments

Grades and Credits

Advanced Academics

College and Career Readiness



Joslyn Hall Profile 🚩

Joslyn is below grade level and at-risk of dropping out; recent scores show she continues to fall behind in English and Math:

- Missed 10 days within the last 3 months
- Two discipline referrals
- TAKS score falling in Math and ELA
- D in second six-weeks benchmarks in English
- One year behind in credits earned
- Not receiving academic interventions

Students who exhibit this profile should enroll in intensive academic remediation and receive counseling.

[➔ View full profile and suggested interventions](#)

SUMMARY

Joslyn's Student Academic Dashboard

STATUS [Ⓢ]

🚩 [Ⓢ]

PEER COMPARISON [Ⓢ]

➔ Attendance and Discipline

Students attendance and discipline patterns

▪ Attendance

Daily and class period attendance

BELOW



▪ Discipline

Discipline incidents and actions

BELOW



➔ Assessments

State and local examinations and assessments

▪ State Standardized Assessments

Performance and progress on state standardized test

BELOW



▪ Benchmark Assessments

Benchmark Assessments

BELOW



Hello, [Patricia Reynolds](#) | [Help](#) | [Log out](#)

Switch Dashboard Level...

Select a Student...

Patricia Reynold's Homeroom Grade 9

Select Metric Categories

Time Period

Select file format

SUMMARY	CLASS ROOM ATTENDANCE	DISCIPLINE REFERRALS	TAKS SCORES - MATH	BENCHMARKS MASTERY - MATH	MATH COURSES BELOW C	MATH GRADES FALLING <=>10%	ALGEBRA I EXAM
➕ Student #1	 	 	PASSING	AT	 	 	NT
➕ Student #2	 	 	COMMEND	ABOVE	 	 	
➕ Student #3	 	 	PASSING	BELOW	 	 	NT
➕ Student #4	 	 	BELOW	BELOW	 	 	
➕ Student #5	 	 	COMMEND	ABOVE	 	 	
➕ Student #6	 	 	PASSING	BELOW	 	 	NT

Patricia's Teacher Dashboard

Patricia's Teacher Dashboard





Bradock Middle School

Campus Information

Academic Dashboard

Operational Dashboard

Strategic Plan

Overview

Attendance and Discipline

Assessments

Grades and Credits

Advanced Academics

College and Career Readiness

Post-Secondary Success

ASSESSMENTS

Hide Counts

Jump to subcategory: State Standardized Assessments | Benchmark Assessments | Language Assessments

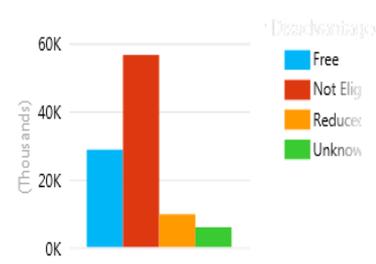
STATE STANDARDIZED ASSESSMENTS	STATUS	VALUE	TREND	GOAL	DETAILS
TAKS Performance % of students meeting standard					
• ELA / Reading (2010 TAKS)	95.0%	275 of 290	▲	90%	15.0 More...
• Writing (2010 TAKS)	75.0%	75 of 101	▼	90%	5.0 More...
• Mathematics (2010 TAKS)	65.0%	188 of 290	▼	90%	15.0 More...
• Science (2010 TAKS)	82.0%	82 of 101	▲	90%	2.0 More...
• Social Studies (2010 TAKS)	75.0%	75 of 100	▲	90%	5.0 More...
TAKS Test Non-Participation % of eligible students who did not take test					
• ELA / Reading (2010 TAKS)	3.0%	8 of 290	▲	5%	3.0 More...
• Writing (2010 TAKS)	4.7%	5 of 106	▼	5%	0.3 More...
• Mathematics (2010 TAKS)	3.0%	8 of 290	▼	5%	3.0 More...
• Science (2010 TAKS)	4.7%	5 of 106	▲	5%	0.3 More...
• Social Studies (2010 TAKS)	1.0%	1 of 101	▲	5%	4.0 More...
Repeat TAKS Failures % of students failing TAKS 2 consecutive years					
• ELA / Reading (2010 TAKS)	0.0%	0 of 15	▼	5%	5.0 More...
• Mathematics (2010 TAKS)	33.0%	23 of 102	▲	5%	12.5 More...
Texas Projection Measure (TPM) % of students projected to meet TAKS standard at Grade 8					
• ELA / Reading (2010 TAKS)	95.0%	275 of 290	◀▶	90%	15.0 More...
• Mathematics (2010 TAKS)	65.0%	188 of 290	▼	90%	15.0 More...
• Science (2010 TAKS)	82.0%	82 of 101	◀▶	90%	2.0 More...
• Social Studies (2010 TAKS)	33.0%	23 of 100	▼	90%	16.0 More...
BENCHMARK ASSESSMENTS					
Benchmark Performance (Beginning of Year 2010) % of students at or above standard					
• ELA / Reading (2010 BOY)	94.0%	281 of 299	▲	90%	14.0 More...
• Writing (2010 BOY)	74.0%	220 of 299	▲	90%	5.7 More...



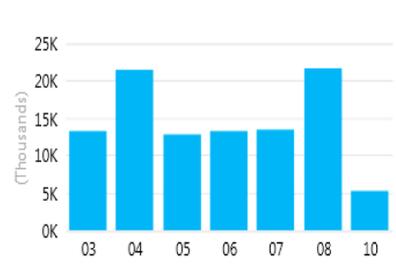
Student Data

Absarokee 7-8 School Name MT School Delivery State Unknown Email School Email	Absarokee School Delivery City 59001 School Delivery Zip 250 Total Students
Alberton 7-8 School Name MT School Delivery State Unknown Email School Email	Alberton School Delivery City 59820 School Delivery Zip 105 Total Students
Alberton School School Name MT School Delivery State Unknown Email School Email	Alberton School Delivery City 59820 School Delivery Zip 102 Total Students
Alder School School Name MT School Delivery State alder_school@hotmail... School Email	Alder School Delivery City 59710 School Delivery Zip 30 Total Students
Anaconda High School School Name MT School Delivery State Unknown Email School Email	Anaconda School Delivery City 59711 School Delivery Zip 104 Total Students
Anderson 7-8	Bozeman

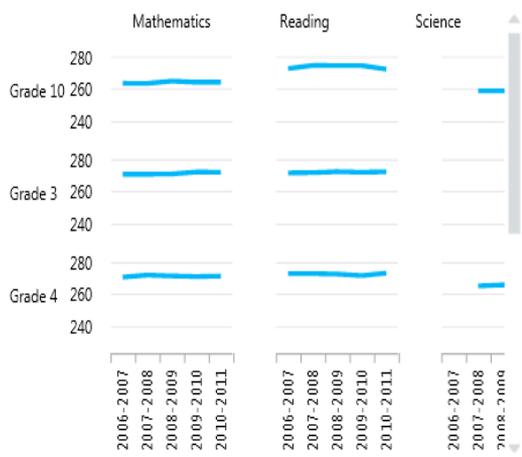
Total Students by Economically Disadvantaged



Total Students by Grade Level Code



Male Score by Grade Level Description, Content Area Description, and Formatted School



Gender Description

- Female
- Male
- Unknown Gender

Race-Ethnicity Description

- American Indian/Alaskan Nat
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Isl
- Unknown Ethnicity

> filters

view

- Legal Entity Name (All)
- Performance Level Description is Proficient
- Row Status is Current

Truancy by District

Alternative North East Quadrant North West Quadrant South East Quadrant South West Quadrant

District Area Name	ELA School Type	Image	Maximum Grade Taught	Minimum Grade Taught	Name	Type	Description
North West Quadrant	High		12	9	Beech High School	Excused	Exc Tardy Fam Busns Flu Like Symptoms Homebound - Other Excused
North West Quadrant	High		12	9	Cherry High School	Excused	ill/Injury In Suspen Lgl Busns
North West Quadrant	Unassigned		12	9	Cedar Alternative School	Excused	Medical Other Exc Out Suspen
North West Quadrant	Unassigned		8	6	Holly High School	Exempt	Religious RTD Excused Transprt Alternative Enrollment Sch Busns School Act

Count of Absence by Grade Level, and Type

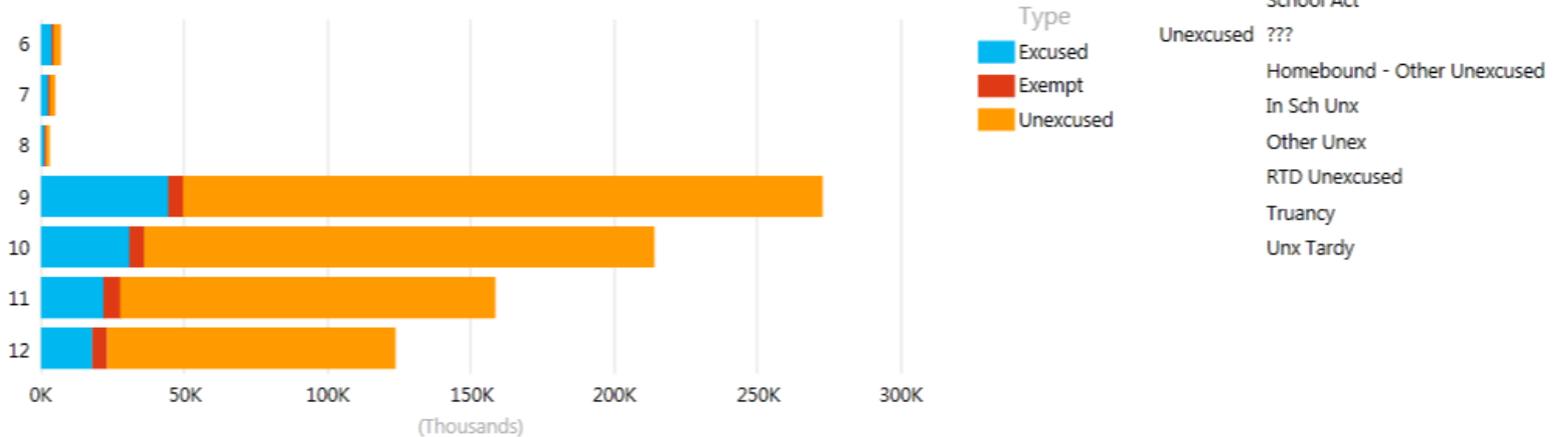


Chart Tools: File, Home, Design, Layout

Clipboard: Paste

Insert: Text Box

Views: New View

Text: B, I, U, A, A

Number: \$, %, , , <0, .00, >0

Alignment: [Icons]

Arrange: Arrange, Fit To Window

Display: Reading Mode, Full Screen

Filters: Filters Area

View 1/1

School Behavior Trends

Palm Alternate School



Alternative
District Area Name
Other
ELA School Type
12
Maximum Grade Taught
9
Minimum Grade Taught

Olive High School



North East Quadrant
District Area Name
High
ELA School Type
12
Maximum Grade Taught
9
Minimum Grade Taught

Elm High School



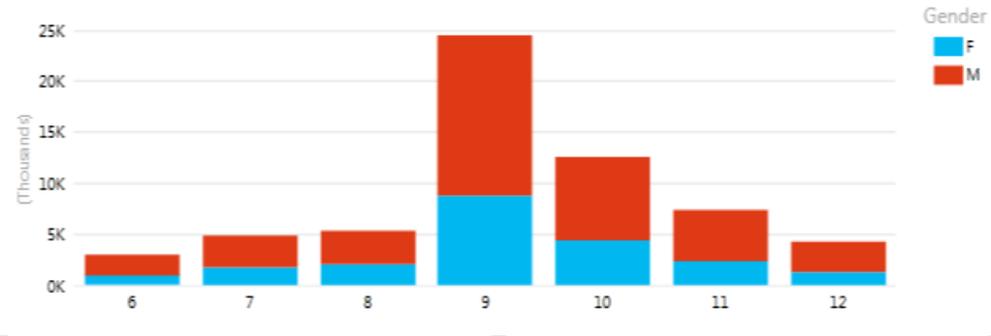
North East Quadrant
District Area Name
High
ELA School Type
12
Maximum Grade Taught
9
Minimum Grade Taught

Ash Charter School

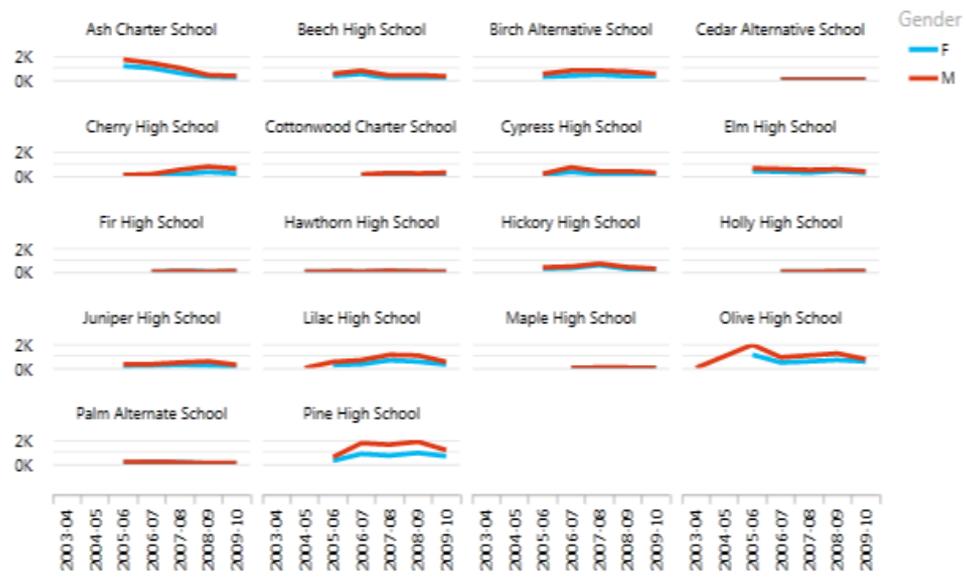


North East Quadrant
District Area Name
Middle
ELA School Type
8
Maximum Grade Taught

Count of Behaviors by Grade Level, and Gender



Count of Behaviors by Name, School Year, and Gender



- Absence Reason
- School
 - District Area Name
 - ELA School Type
 - Image
 - Maximum Grade Taught
 - Minimum Grade Taught
 - Name
 - School Number
- Student
 - Student Absence
 - Student Behavior
 - Student Behavior Resolution
 - Time

Tile by:

Drag a field here

Σ Values:

Count of Behaviors

Axis:

Grade Level

Series:

Gender

Vertical Multiples:

Drag a field here

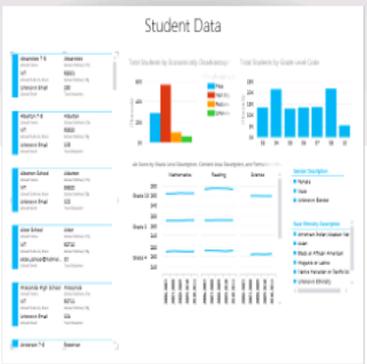
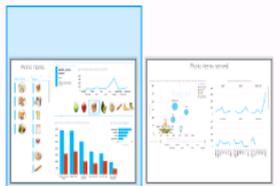
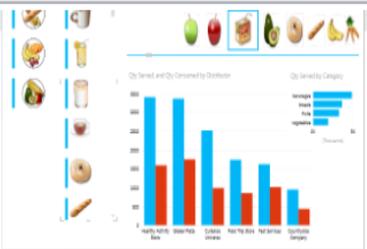
Horizontal Multiples:

PowerPivot Site > PowerPivot Gallery
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Home

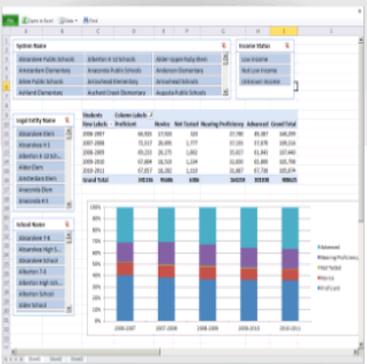
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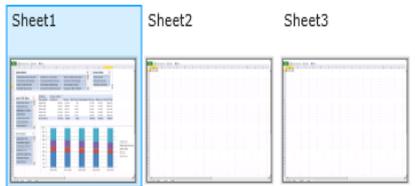
Montana Demo

Last Modified By: ASPECTBI\administrator, Date: 4/25/2012
Created By: ASPECTBI\administrator



Montana_OPI_CRT Analysis

Last Modified By: ASPECTBI\administrator, Date: 4/25/2012
Created By: ASPECTBI\administrator



Student 360°

Welcome back
Tom Smith



BACK TO PORTFOLIO



Ann Jones

RIGHT CLICK
STUDENT TO
SEE
INTERVENTIONS

HISTORICAL PHOTOS
AGE A AGE B AGE C

VIEW ADDRESS HISTORY



IN CARE OF
STEPFATHER
IRVIN SMITH



Your
Application
Here

Access:

Medical Records	2	↓
Assesment History	3	↓
Attendance	6	↓
Assignments	4	↓

FAMILY

TEACHERS



Daryl Jones
FATHER



Sophie Smith
MOTHER



Angela Juarez
TEACHER



Michael
McDonald
COUNSELLOR



Harry James
GYM TEACHER



Juanita
Blanchard
SISTER

Assesments	4	↑
Health	3	↑
Attendance	0	↑
Grades	6	↑
Assignments	4	↑
PROGRESS*		

View Map



http://121.241.161.75/SSMSol/#/Page1_SUVR



Hotmail - b...

Supervis...

Curriculum ...

TechSmith |...



Student 360°

Welcome back
Duriana John



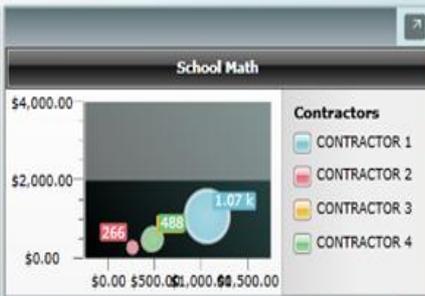
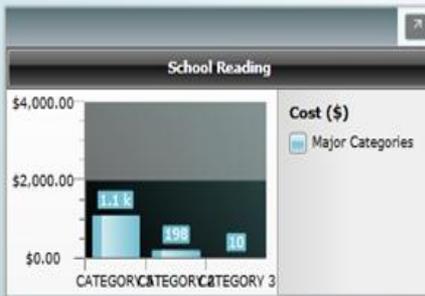
MY PERFORMANCE

Harry James

Employee Id:



NK High School Principal



Services	18	↑
Updates	0	↑
Documents	0	↑
Tasks	0	↑
Alerts	0	↑