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Montana State University-Billings  
Traditional Program

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## Complete Report Card

AY 2015-16

### Institution Information

Name of Institution: Montana State University-Billings  
Institution/Program Type: Traditional  
Academic Year: 2015-16  
State: Montana

Address: 1500 University Drive  
COE , Room 278  
Billings, MT, 59101

Contact Name: Ms. Jennifer Burns  
Phone: 406-657-2293  
Email: jburns@msubillings.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Minor, Early Childhood Studies	No
Elementary Education Broadfield	No
Elementary Education/Reading (K-12) Double Major	No
Elementary Education/Special Education (P-12) Double Major	No
K-12, Art Education	No
K-12, Health and Human Performance	No
K-12, Music Education	No
K-12, Spanish Education	No
Masters of Education, Curriculum & Instruction	No
Masters of Education, Reading	No

Masters of Science Special Education, Generalist Option	No
Post Baccalaureate K-12 or Secondary Teacher Licensure	No
Post Baccalaureate K-8 Teacher Licensure	No
Secondary Education/Reading (K-12) Double Major	No
Secondary Education/Special Education (P-12)	No
Secondary, Biology Education	No
Secondary, Broadfield Science Education	No
Secondary, Chemistry Education	No
Secondary, English Education	No
Secondary, History Education	No
Secondary, Mathematics Education	No
Secondary, Political Science Education	No
Total number of teacher preparation programs: 22	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
 Sophomore year    Approved Graduate Plan of Study

Does your initial teacher certification program conditionally admit students?  
 No

Provide a link to your website where additional information about admissions requirements can be found:  
[www.msubillings.edu](http://www.msubillings.edu)

Please provide any additional comments about or exceptions to the admissions information provided above:

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Praxis II Content Exam	No	Yes

What is the minimum GPA required for admission into the program?

2.65

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.31

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

3.44

Please provide any additional comments about the information provided above:

The College of Education considered raising the program admission GPA to 3.0. Program research demonstrated that changing this requirement would not significantly impact candidate quality but could negatively impact minority opportunities.

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Praxis II Content Knowledge Exam	No	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.88

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.86

Please provide any additional comments about the information provided above:

The minimum GPA requirement was changed to 3.0 for graduate program consistency.

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	594
Unduplicated number of males enrolled in 2015-16:	150
Unduplicated number of females enrolled in 2015-16:	444

2015-16	Number Enrolled
Ethnicity	
Hispanic/Latino of any race:	27
Race	
American Indian or Alaska Native:	22
Asian:	4
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	516
Two or more races:	18

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	125
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	12.5
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	63
Number of students in supervised clinical experience during this academic year	173

Please provide any additional information about or descriptions of the supervised clinical experiences:

The capstone count was for supervised clinical practice only (student teaching) not pre-clinical practice (pre-student teaching experience); Pre-clinical field experience faculty is 3.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	20
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	71
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	16
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	



Teacher Education - German	
Teacher Education - History	10
Teacher Education - Physics	1
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Economics	2

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	20
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	101
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	58
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	9
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	2
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	2
Sociology	
Visual and Performing Arts	1
History	3
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	3
English Language/Literature	2
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	3
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	2
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other	1
Specify: Recreation Administration	

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 111

2014-15: 141

2013-14: 153

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (*S205(a)(1)(A)(ii)*, *S206(a)*)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Based on the numbers of students who have recently entered the undergraduate and graduate programs in mathematics education, we expect this number to be greater in subsequent years.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Our numbers of Math Teaching Majors are growing slowly. We redesigned our Math Teaching minor in Spring 2016 in order to provide a program that can be accessed by rural teachers looking to become highly qualified. We expect this change to increase the number of qualified math teachers being trained at MSUB.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

16

Provide any additional comments, exceptions and explanations below:

Instructors of the Math for Elementary Teachers I and II coursework are encouraging talented Elementary Education majors to take advantage of the redesigned math teaching minor to add a math endorsement to enable them to teach middle school math. This encouragement is getting a positive response.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

12

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

12

Provide any additional comments, exceptions and explanations below:

The majority of these graduates are Noyce Scholars.

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Program goals are to be re-evaluated post Noyce Grant.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

7

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

We added 8 teachers from the OPI Special Education Endorsement Project.

In the past 2 years three special education faculty have resigned for personal reasons and we lost 1/2 faulty line in the 2015-2016 university wide budget adjustments. We have been conducting searches for the three lines currently open.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

24

Provide any additional comments, exceptions and explanations below:

Our goal is to maintain current enrollment and in the future build enrollment.

We work with MSU to recruit students. We additionally have teachers in the OPI project and in the internship program through the Montana program to fill the need for special education teachers.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

31

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual

agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

In the AY 2015-2016 a TESOL program was initiated at the graduate level through Extended Campus summer 2016 but not implemented. We could not offer the program because we did not have enough enrollment for classes to carry.

The TESOL program will be offered beginning summer 2017 through extended campus.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

The TESOL Certificate Program currently has 5 enrolled for 2017-2018. The minimum required enrolled is 8, maximum is 12.

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

have revised and implemented a new Elementary Education Program. Revisions were made specifically to better prepare Elementary Education candidates for what diversities they will encounter in schools. We are also initiating an TESOL certificate program.

### Section III Assessment Pass Rates

No assessment pass rates have been reported.

**\*\*Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.\*\*

### Section III Summary Pass Rates

No summary pass rates have been reported.

**\*\*Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.\*\*

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

NWCCU

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Methods of using appropriate technologies are included in our courses. Reading and Learning Clinics teach students to use technology effectively to collect, manage, and analyze student learning. The principles of universal design are embedded in the pre-student teaching field experiences. Educational technology to which students are exposed has increased through the use of student technology fees.

### Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with

elements listed above are not currently in place.

All teaching candidates must successfully complete EDSP 204 - Introduction to Teaching Exceptional Learners - 3cr. This course considers the characteristics of children with exceptional learning needs. Examines the services and strategies to provide for individual needs of each student with disabilities in the least restrictive environment. This course also provides students with an in-school practicum experience. The scope of this course includes special education, gifted and talented and students who consider English as their second language. The College of Education has also revised their Broadfield Elementary Education Program to include 5 additional classes in the areas of Special Education, Assessment, Technology, Reading, and Classroom Management.

The College of Education is initiating a TESOL certificate program at the graduate level.

Does your program prepare special education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Montana State University Billings offers a B. S. degree with a double major in Special Education at both the elementary and secondary levels. A graduate student may earn a Master of Science in Special Education or a Post Master's Supervisory Endorsement in Special Education. Special Education programs require course work in Diagnostic Teaching of Reading, Learning Disabilities, Emotional Disturbance, Developmental Disabilities, teaching learning and behavior in schools, legal and current issues in Special Education, and multi-tiered systems of support. All three of the areas listed above are addressed in our current curriculum.

## Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Assessment Pass Rate is completed by the Montana Office of Public Instruction.

### Supporting Files

## Complete Report Card

AY 2015-16



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