

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2021-2022 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2021-2022 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), *i.e.*, a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2021-2022 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2021-2022 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3D - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	30.12
Reading	B	Grade 8	2018	37.29
Reading	C	Grade HS	2018	40.54
Math	A	Grade 4	2018	30.20
Math	B	Grade 8	2018	30.65
Math	C	Grade HS	2018	28.85

Targets

Subject	Group	Group Name	2021	2022	2023	2024	2025
Reading	A <=	Grade 4	30.02	29.92	29.82	29.72	26.20
Reading	B <=	Grade 8	37.19	37.09	36.99	36.89	36.79
Reading	C <=	Grade HS	40.44	40.34	40.24	40.14	40.04
Math	A <=	Grade 4	30.10	30.00	29.90	29.80	29.70
Math	B <=	Grade 8	30.55	30.45	30.35	30.25	30.15
Math	C <=	Grade HS	28.75	28.65	28.55	28.45	28.35

Targets: Description of Stakeholder Input

Discussions and Stakeholder input of the State's Performance Plan (SPP), Annual Performance Report (APR), State's Systemic Improvement Plan (SSIP), and Results Driven Accountability (RDA)/Results Based Accountability (RBA) began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables MT to draw insight and advice from a broad group of stakeholders with an understanding of Montana's unique needs, strengths, and potential weaknesses.

Other stakeholder groups we sponsor and/or engage include:

--Our Comprehensive System of Personnel Development (CSPD) includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.

--The OPI staff has developed productive working relationships with other Montana agencies that serve youth and adults with disabilities. OPI staff participate as members of advisory councils for early childhood, vocational rehabilitation, juvenile justice, developmental disabilities, the state independent living council and the mental health divisions of the DPHHS. These connections have allowed the OPI staff to build strong working relationships with other agencies, which has resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood.

--Working with staff from TAESSE, the OPI has facilitated the Montana Higher Education Consortium (HEC) for twenty years. The HEC continues to be a part of CSPD and brings together members of faculty from each of the colleges and universities teacher prep programs in Montana. Participation in the consortium is strong and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana and has worked together to improve pre-service training programs.

--The OPI staff is also engaged with the Schools Administrators of Montana (SAM) which include affiliates for Superintendents, Principals, Special Education Administrators, and Information Technology (IT) Directors. This partnership allows us to respond quickly to needs expressed in the field by school staff. We also provide SAM with a grant to help fund the Montana Recruitment Project. This program focuses on recruiting hard to fill positions such as speech/language pathologists, special education teachers, occupational therapists, and school psychologists for our districts throughout Montana.

Annually, the State Education Agency (SEA) brings together representatives from these stakeholder groups for a joint meeting facilitated by TAESSE. This meeting gathers over 80 front-line stakeholders together to share up-dates of issues and gather input from a comprehensive representation of the Montana disability community, families and parents of children and students with and without disabilities. For the past seven years, the topic has been Montana's SSIP and activities have been conducted to solicit both general and specific stakeholder input. During the spring 2022 meeting, the state presented on using data within the state for Local Education Agencies (LEAs) to make decisions. This also included how to interpret the APR data.

FFY 2021 Data Disaggregation from EDFacts

Data Source:

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

04/05/2023

Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	10,967	11,531	9,056
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,297	1,245	723
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	4,954	5,191	3,809
d. All students in regular assessment with accommodations scored at or above proficient against grade level	79	66	18
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	149	115	57
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	52	45	4

Data Source:

SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

04/05/2023

Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	10,937	11,163	9,191

b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,290	1,202	778
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	4,426	3,321	2,300
d. All students in regular assessment with accommodations scored at or above proficient against grade level	136	79	12
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	117	41	21
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	55	24	2

FFY 2021 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	15.50%	45.89%	28.05	30.02	30.39	Did not meet target	Slippage
B	Grade 8	12.85%	45.59%	36.18	37.19	32.74	Met target	No Slippage
C	Grade HS	8.44%	42.26%	39.03	40.44	33.82	Met target	No Slippage

Provide reasons for slippage for Group A, if applicable

Montana cannot explain slippage directly since the assessments used in FFY2022 were the same shortened versions used in FFY2021. However, one possible explanation of slippage may be due to the grade 4 cohort taking the statewide assessment in the 2021-2022 school year being the cohort of students tested that were most impacted by the COVID 19 pandemic. On March 15, 2020, the Governor temporarily shut down the state, including all school districts. The length of closure of school districts varied due to local control and tribal government. The length of school closures, or remote instruction, a model new to both students and teachers, are one of the key factors in unfinished learning as reflected by the slippage in student achievement. Montana compared the special education data to the data for all students in 4th grade across the state for both the regular assessment, the alternate assessment, and the NAEP in reading, and see similar trends in slippage which leads us to believe that COVID 19 was the leading factor for the special education slippage.

FFY 2021 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	13.33%	41.71%	26.71	30.10	28.38	Met target	No Slippage
B	Grade 8	5.41%	30.46%	26.82	30.55	25.05	Met target	No Slippage
C	Grade HS	2.96%	25.16%	24.49	28.75	22.20	Met target	No Slippage

Provide additional information about this indicator (optional)

3D - Prior FFY Required Actions

None

3D - OSEP Response

3D - Required Actions