

Indicator 3A: Participation for Children with IEPs

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

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS185 and 188.

Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs 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 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3A - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	96.71%
Reading	B	Grade 8	2018	93.65%
Reading	C	Grade HS	2018	81.38%
Math	A	Grade 4	2018	70.53%
Math	B	Grade 8	2018	92.75%
Math	C	Grade HS	2018	85.68%

Targets

Subject	Group	Group Name	2022	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%

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:

- 1) 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.
- 2) The State Education Agency (SEA) staff has developed strong working relationships with other Montana agencies that serve youth and adults with disabilities. The SEA staff participate as members of advisory councils for early childhood, vocational rehabilitation, low incidence disabilities, developmental disabilities, and the state independent living council. This has strengthened the commitments of the agencies working with Montana's youth to facilitate smooth transitions from birth to adulthood.
- 3) Working with the Technical Assistance for Excellence in Special Education (TAESE) staff, the SEA has facilitated the Montana Higher Education Consortium (HEC). The HEC provides a mechanism for collaboration, networking, discussion, and advising of critical issues among Montana Institutes of Higher Education. The consortium works towards encouraging a more seamless educational system and merging general and special education into one unified system; understanding and promoting the use of evidence-based academic and behavioral strategies; and closely linking Montana teacher training and educational leadership programs to early childhood programs, K-12 education, and the SEA.
- 4) The SEA staff is engaged with the Schools Administrators of Montana (SAM) which include affiliates for Superintendents, Principals, Special Education Administrators, and Information Technology (IT) Directors. This partnership gives the SEA the opportunity to develop collaborative partnerships with the Local Education Agencies (LEAs). The SEA also provides 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.
- 5) Annually, the SEA brings together representatives from various stakeholder groups for a joint meeting facilitated by TAESE. This meeting brings stakeholders together to share up-dates and gather input from each other. There is a comprehensive representation of the Montana disability community, families and parents of children and students with and without disabilities.

During the FFY22 reporting period, the Student Support Services Senior Manager met with the parents and community members of the Montana School for the Deaf & Blind (MSDB) to start creating a graduate profile. In addition, our Early Assistance Program (EAP) Director presented to the parents of MSDB on the IDEA Framework (state purposes), general supervisory responsibilities and OPI's role as an SEA. The EAP Director also provided information on dispute resolution options and where at the OPI parents could go for technical assistance.

The Montana Empowerment Center and the OPI conducted various virtual presentations for parents of students with disabilities birth through age 21 and LEA staff. During the reporting period, the OPI presented on Present Levels of Academic Achievement Functional Performance (PLAAFPs), Measurable Annual Goals (MAGs), Multi-Tiered Systems of Support (MTSS), transitions, early childhood, and extended school year. Superintendent Arntzen hosted multiple community events in four geographically diverse cities across the state in December of 2022. Parents listened to the goals of legislators for education and then had the opportunity to ask questions of the legislators. Throughout the reporting period, OPI provided numerous virtual trainings for parents regarding student and school safety and supporting youth with ASD and other developmental disorders.

Annually, the OPI assists with the Montana Youth Transitions (MYT) Conference. The OPI team works in conjunction with MYT to present, coach, and mentor educators, parents, and students. This conference brings together the transition team of youth, parents, and professionals to learn strategies and resources to build a seamless transition plan from high school to the adult world. One parent stated the following, "This was my first time at the conference, and I had no idea there were so many things out there to help my son. The sessions on parenting techniques and educational tools were eye-opening, and I feel more equipped to support my child's learning journey."

FFY 2022 Data Disaggregation from EDFacts

Data Source:

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/10/2024

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,820	1,562	1,243

b. Children with IEPs in regular assessment with no accommodations (3)	1,031	892	886
c. Children with IEPs in regular assessment with accommodations (3)	622	484	39
d. Children with IEPs in alternate assessment against alternate standards	142	114	108

Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/10/2024

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,820	1,562	1,243
b. Children with IEPs in regular assessment with no accommodations (3)	697	546	929
c. Children with IEPs in regular assessment with accommodations (3)	951	805	40
d. Children with IEPs in alternate assessment against alternate standards	141	114	108

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row a for all the prefilled data in this indicator.

(3) The term "regular assessment" is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2022 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	1,795	1,820	97.43%	95.00%	98.63%	Met target	No Slippage
B	Grade 8	1,490	1,562	95.13%	95.00%	95.39%	Met target	No Slippage
C	Grade HS	1,033	1,243	79.90%	95.00%	83.11%	Did not meet target	No Slippage

FFY 2022 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	1,789	1,820	97.01%	95.00%	98.30%	Met target	No Slippage
B	Grade 8	1,465	1,562	91.97%	95.00%	93.79%	Did not meet target	No Slippage
C	Grade HS	1,077	1,243	85.35%	95.00%	86.65%	Did not meet target	No Slippage

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Special Education Assessment Participation data can be found at

<https://opi.mt.gov/Educators/School-Climate-Student-Wellness/Special-Education/IDEA-Data>.

Provide additional information about this indicator (optional)

3A - Prior FFY Required Actions

None

3A - OSEP Response

3A - Required Actions