Indicator 3C: Proficiency for Children with IEPs (Alternate 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

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes 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 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs 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.

3C - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2018	48.33%
Reading	B	Grade 8	2018	41.75%
Reading	C	Grade HS	2018	51.11%
Math	A	Grade 4	2018	50.85%
Math	B	Grade 8	2018	45.63%
Math	C	Grade HS	2018	43.33%

Targets

Subject	Group	Group Name	2022	2023	2024	2025
Reading	A >=	Grade 4	48.70%	48.80%	48.90%	50.00%
Reading	B >=	Grade 8	42.00%	42.10%	42.20%	42.30%
Reading	C >=	Grade HS	51.40%	51.50%	51.60%	51.70%
Math	A >=	Grade 4	51.20%	51.30%	51.40%	51.50%
Math	B >=	Grade 8	46.00%	46.10%	46.20%	46.30%
Math	C >=	Grade HS	43.70%	43.80%	43.90%	44.00%

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 ED*Facts*

Data Source:

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/10/2024

Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	142	114	108

b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	64	38	62

Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/10/2024

Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	141	114	108
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	83	56	57

FFY 2022 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	64	142	43.27%	48.70%	45.07%	Did not meet target	No Slippage
B	Grade 8	38	114	46.99%	42.00%	33.33%	Did not meet target	Slippage
C	Grade HS	62	108	53.57%	51.40%	57.41%	Met target	No Slippage

Provide reasons for slippage for Group B, if applicable

The OPI has examined the proficiency rates by district to identify those districts that had a decrease from 2021-22 to 2022-23. Of the 24 districts that had grade 8 ALT test-takers in both years, 7 saw a decrease in their proficiency rates in Reading; 12 had no difference; and 5 had an increase. There were 31 districts who had grade 8 ALT test-takers this year but not last year. There were 29 districts that had a 0% proficiency score this year. Of these 29, 8 had a 0% proficiency rate the previous year as well, 2 had a higher than 0% proficiency rate, and the other 19 did not have any alt test-takers the previous year. Given the very small numbers of ALT test-takers, it is not unusual to see volatility in the proficiency rates from one year to the next.

Note that while the OPI would like to be able to pinpoint the reasons for slippage, the slippage is so small that it is virtually impossible to do so. If only 15 more students across the 51 districts that had 8th grade ALT test-takers this year would have scored proficient on the grade 8 reading test, there would have been no slippage. It is hard to determine where these 15 students should have come from. Thirty-three of the 51 districts had only one ALT test-taker. Only 3 of the 51 districts had more than 4 ALT test-takers. For these three, two saw a decrease in their score, and one saw an increase.

FFY 2022 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	83	141	50.96%	51.20%	58.87%	Met target	No Slippage
B	Grade 8	56	114	53.75%	46.00%	49.12%	Met target	No Slippage
C	Grade HS	57	108	44.05%	43.70%	52.78%	Met 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.

Montana publicly reports Assessment proficiency data on its GEMS website (https://gems.opi.mt.gov/student-data). This is the public data store and reporting platform used for all data within the OPI.

Instructions to access the data can be found on the IDEA Data page on the OPI website (https://opi.mt.gov/Portals/182/Page%20Files/Special%20Education/IDEA%20Data/Accessing%20Assessment%20Proficiency%20Data%20in%20GEMS.pdf?ver=2022-09-30-083434-713)

Provide additional information about this indicator (optional)

3C - Prior FFY Required Actions

None

3C - OSEP Response

3C - Required Actions