

## 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 2022-2023 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2022-2023 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 2022-2023 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2022-2023 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	2022	2023	2024	2025
Reading	A <=	Grade 4	29.92	29.82	29.72	26.20
Reading	B <=	Grade 8	37.09	36.99	36.89	36.79
Reading	C <=	Grade HS	40.34	40.24	40.14	40.04
Math	A <=	Grade 4	30.00	29.90	29.80	29.70

Math	B <=	Grade 8	30.45	30.35	30.25	30.15
Math	C <=	Grade HS	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:

- 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 FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade (1)**

Group	Grade 4	Grade 8	Grade HS
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a. All Students who received a valid score and a proficiency was assigned for the regular assessment	11,064	11,155	9,499
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,653	1,376	925
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,025	5,020	5,072
d. All students in regular assessment with accommodations scored at or above proficient against grade level	92	42	13
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	228	132	107
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	74	30	8

**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 (1)**

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	11,052	11,050	9,639
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,648	1,351	969
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	4,814	3,493	2,918
d. All students in regular assessment with accommodations scored at or above proficient against grade level	129	32	6
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	196	63	43
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	74	20	5

(1)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 pre-filled data in this indicator.

**FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	18.27%	46.25%	30.39	29.92	27.98	Met target	No Slippage
B	Grade 8	11.77%	45.38%	32.74	37.09	33.61	Met target	No Slippage
C	Grade HS	12.43%	53.53%	33.82	40.34	41.10	Did not meet target	Slippage

**Provide reasons for slippage for Group C, if applicable**

The main reason for the slippage is that the all-student rate increased at a greater degree than the students with disability rate. The average increase in proficiency rates for the all-student rate is 12.2% and for the SWD rate it is 3.65%. If we examine the average increase based on only those districts that had at least 10 SWD high school test-takers (19 districts), the average increase in proficiency rates for the all-student rate is 10.22% and for the SWD rate it is 1.47%.

Of the 94 districts that had high school reading proficiency scores both years, 80 of these districts saw an increase in their all-student proficiency rates; but only 27 of these 80 districts also saw an increase in their SWD proficiency rate. Fifteen of the 94 districts experienced a decrease in their SWD rate; 32 had an increase; and 47 had no difference in their proficiency rate. All 47 of these districts had a 0% proficiency rate. Of the 15 that had a decrease in their scores, five had at least 10 SWD test-takers.

**FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	16.38%	44.72%	28.38	30.00	28.34	Met target	No Slippage
B	Grade 8	6.14%	31.90%	25.05	30.45	25.76	Met target	No Slippage
C	Grade HS	4.95%	30.34%	22.20	28.65	25.38	Met target	No Slippage

**Provide additional information about this indicator (optional)**

### 3D - Prior FFY Required Actions

None

### 3D - OSEP Response

The State's FFY 2022 data represent slippage from the FFY 2021 data and the State did not meet its FFY 2022 target for this indicator. The State did not, as required, provide the reasons for slippage.

## 3D - Required Actions