

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	2023	54.02%
Reading	B	Grade 8	2023	59.92%
Reading	C	Grade HS	2018	81.38%
Math	A	Grade 4	2023	56.63%
Math	B	Grade 8	2023	58.53%
Math	C	Grade HS	2018	85.68%

Targets

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

Targets: Description of Stakeholder Input

The Special Education Advisory Panel (SEAP) in Montana has been in existence since 2013. The SEAP is made up of 17 members, nine of whom are parents of students with disabilities. The panel is fully vested and broadly representative of Montana. Many of the panel members serve in other agency or organization leadership positions or on advisory councils as the voice of students with disabilities. This enables the SEA to draw insight and advice from a diverse group of stakeholders with an understanding of Montana's unique needs and strengths.

In the 2023/2024 school year, the SEA asked for input on Indicators 8 and 14 from the SEAP, the Special Education Directors, Educational Advocates, and the Weekly Superintendent's Hour. The SEA presented information on Indicator 8 regarding moving from a paper and pencil, sample, 23 question survey to an electronic, census, 10 question survey. All four entities agreed with the SEA's proposal.

The SEA asked the SEAP and Special Education Directors to weigh in on Indicator 14. The SEA proposed changing two questions and set new targets. Based on the information provided from stakeholders, the SEA did change the two questions and set new targets for Indicator 14.

In the spring of every school year, the SEA brings together parents, Montana's Parent Training and Information center the Montana Empowerment Center (MEC), the SEAP, and other state agencies for a joint stakeholder meeting. During this meeting the SEA reviews the APR submitted in February. The SEA asks for suggestions on how to potentially improve the outcomes of the indicators along with doing a data drill down of the state data and district level data.

In addition to the above-mentioned stakeholders, the SEA worked with many other stakeholder groups that support students with disabilities. Those groups include but are not limited to:
 Montana Council for Exceptional Children (MCEC) – presented on updates at the SEA, national level, and writing compliant special education paperwork
 Vocational Rehabilitation and Blind Services – strengthening our secondary transition
 Education Advocates – presented Indicator 8 changes & new monitoring process
 Summer Institute
 Montana Council of Administrators of Special Education (MCASE)
 Higher Education Consortium (HEC)
 Great Divide Special Education Cooperative board meeting
 Dawson Community College – assisting in setting up the ParaPathways Program
 Weekly Superintendent's Hour – Indicator 8
 CSPD Regional Directors
 Montana Empowerment Center – IEP Boot Camps
 Disability Rights Montana
 University of Montana – Mental Health Professional Development Grant for the Rural and Indigenous School-based Mental Health and Empowerment (RAISE) initiative

In FFY 2023, Montana allowed LEAs to opt into administration of a new field through year assessment for students grades 3-8 in mathematics and ELA who are required to take the statewide summative assessment. To eliminate an undue burden on students, teachers, and district leaders to prevent double-testing, the state requested a Field Test Flexibility waiver that would allow those participating schools to not administer the existing statewide summative assessments (students with the most significant cognitive disabilities in those schools would continue to take the existing alternate assessment based on alternate academic achievement standards). The U.S. Department of Education granted this waiver to Montana, which resulted in the state not having to produce or provide performance data (including proficiency assignments) for LEAs administering the field test. As a result, the only data reported in the Section 618 Assessment files utilized for Indicators 3A-3D will be the data for those LEAs administering the summative statewide assessment.

While Montana did revise baselines for grades 4 and 8 for both reading and math assessments, the state will continue to use the target of 95% participation for each grade and assessment to align the state Every Student Succeeds Act (ESSA) plan, which was predicated on stakeholder input.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/08/2025

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,803	1,507	1,150
b. Children with IEPs in regular assessment with no accommodations (3)	509	510	651
c. Children with IEPs in regular assessment with accommodations (3)	358	287	188
d. Children with IEPs in alternate assessment against alternate standards	107	106	102

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/08/2025

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,803	1,507	1,150
b. Children with IEPs in regular assessment with no accommodations (3)	363	340	688
c. Children with IEPs in regular assessment with accommodations (3)	498	436	217
d. Children with IEPs in alternate assessment against alternate standards	106	106	101

(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 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	974	1,803	98.63%	95.00%	54.02%	N/A	N/A
B	Grade 8	903	1,507	95.39%	95.00%	59.92%	N/A	N/A
C	Grade HS	941	1,150	83.11%	95.00%	81.83%	Did not meet target	Slippage

Provide reasons for slippage for Group C, if applicable

Nearly 50% of high school students with disabilities are reported as chronically absent. This trend has been relatively consistent across the past 3 years. By virtue of students being chronically absent, they may not be present to participate in statewide assessments. Accordingly, Montana has seen a decrease in the percentage of high school students with disabilities participating on both the regular and alternate statewide assessments. It also important to note, that the state has observed a decrease in the high school students with disabilities population which consequently has resulted in a decrease in the number of high school students with disabilities participating on state-wide assessments. In states with small populations, such as Montana, more minor changes in data from year to year can have more substantial impacts on statewide data.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	967	1,803	98.30%	95.00%	53.63%	N/A	N/A
B	Grade 8	882	1,507	93.79%	95.00%	58.53%	N/A	N/A
C	Grade HS	1,006	1,150	86.65%	95.00%	87.48%	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.

The following link is the website where assessment data have been publicly posted:
<https://opi.mt.gov/Educators/School-Climate-Student-Wellness/Special-Education#10963313031-idea-data>

The following link is a direct link to the publicly reported assessment data:
https://opi.mt.gov/Portals/182/Page%20Files/Special%20Education/IDEA%20Data/Public%20Reporting%20-%20FFY%202023%20Assessment%20Data_Suppressed.xlsx?ver=2025-01-31-072116-650

Provide additional information about this indicator (optional)

In FFY 2023, Montana allowed LEAs to opt into administration of a new field test for students grades 3-8 taking the regular statewide assessment. In FFY 2023, Montana allowed LEAs to opt into administration of a new field through year assessment for students grades 3-8 in mathematics and ELA who are required to take the statewide summative assessment. To eliminate an undue burden on students, teachers, and district leaders to prevent double-testing, the state requested a Field Test Flexibility waiver that would allow those participating schools to not administer the existing statewide summative assessments (students with the most significant cognitive disabilities in those schools would continue to take the existing alternate assessment based on alternate academic achievement standards). The U.S. Department of Education granted this waiver to Montana, which resulted in the state not having to produce or provide performance data (including proficiency assignments) for LEAs administering the field test. As a result, the only data reported in the Section 618 Assessment files utilized for Indicators 3A-3D will be the data for those LEAs administering the summative statewide assessment. A copy of the U.S. Department of Education's waiver can be found here:
https://opi.mt.gov/Portals/182/Page%20Files/MAST/Waiver%20Information/MT_fieldTestResponse2023.pdf.

In light of the unique circumstances and changes related to the FFY 2023 assessment for grades 3-8, and the fact that Montana's federal Section 618 Assessment files do not include participation or results data for those LEAs that administered the field test, the state has reset the baseline due to a change in the data source/methodology. The data for FFY 2023 are no longer comparable to the data from prior years and thus FFY 2023 data are the appropriate baselines for grades 4 and 8 for both reading and mathematics in this FFY 2023 SPP/APR submission. When all LEAs shift to the "through-year" assessments in FFY 2024, the state will again reset the respective baselines, given that an entirely new assessment will be utilized.

3A - Prior FFY Required Actions

None

3A - OSEP Response

3A - Required Actions