

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 C.F.R. §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	2024	98.46%
Reading	B	Grade 8	2024	96.34%
Reading	C	Grade HS	2018	81.38%
Math	A	Grade 4	2024	98.74%
Math	B	Grade 8	2024	96.94%
Math	C	Grade HS	2018	85.68%

Targets

Subject	Group	Group Name	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%
Math	C >=	Grade HS	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 16 members, seven 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 2024-25 and 2025-26 school years, the SEA asked for input on Indicators 3, 4, 9, and 10 from the SEAP. The SEA presented information on the SPP/APR as a whole and then dug into the specific indicators for feedback on targets and proposed methodological changes. The SEAP agreed with the SEA's proposal. Meeting minutes from discussions with SEAP as well as presentation materials have been posted publicly for all stakeholder review and input on the state website for SEAP: <https://opi.mt.gov/Educators/School-Climate-Student-Wellness/Special-Education/Regulations-and-Guidance#10965413037-federal-requirements>.

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 partnership 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:

Monthly Special Education Director’s calls

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

Summer Institute

Montana Council of Administrators of Special Education (MCASE)

Higher Education Consortium (HEC)

Dawson Community College – assisted in setting up level 2 of the ParaPathways Program

CSPD Regional Directors

Montana Empowerment Center – Monthly meetings

Disability Rights Montana

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. The U.S. Department of Education granted an assessment 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. In FFY 2024, the previous field test became the regular statewide assessment used by all LEAs in the state for grades 3-8 in mathematics and ELA. As such, the SEA met with stakeholders through the state special education advisory panel (SEAP) to inform them that baselines must be reset for mathematics and ELA assessments for grade 4 and grade 8 and to solicit input and feedback on new targets. Stakeholders were provided details about the indicator as an overview to support diverse learners who may not have the base understanding necessary to meaningfully provide feedback and input.

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.

FFY 2024 Data Disaggregation from EDFacts

Data Source:

SY 2024-25 Assessment Participation in Reading/Language Arts (EDFacts file spec FS188; Data Group: 882, 883)

Date:

01/07/2026

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,824	1,503	1,132
b. Children with IEPs in regular assessment with no accommodations (3)	1,692	1,352	674
c. Children with IEPs in regular assessment with accommodations (3)	0	0	152
d. Children with IEPs in alternate assessment against alternate standards	104	96	93

Data Source:

SY 2024-25 Assessment Participation in Mathematics (EDFacts file spec FS185; Data Group: 880, 881)

Date:

01/07/2026

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	1,824	1,503	1,132
b. Children with IEPs in regular assessment with no accommodations (3)	1,699	1,360	727
c. Children with IEPs in regular assessment with accommodations (3)	0	0	160

Group	Grade 4	Grade 8	Grade HS
d. Children with IEPs in alternate assessment against alternate standards	102	97	92

(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 2024 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A	Grade 4	1,796	1,824	54.02%	95.00%	98.46%	N/A	N/A
B	Grade 8	1,448	1,503	59.92%	95.00%	96.34%	N/A	N/A
C	Grade HS	919	1,132	81.83%	95.00%	81.18%	Did not meet target	No Slippage

FFY 2024 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A	Grade 4	1,801	1,824	53.63%	95.00%	98.74%	N/A	N/A
B	Grade 8	1,457	1,503	58.53%	95.00%	96.94%	N/A	N/A
C	Grade HS	979	1,132	87.48%	95.00%	86.48%	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 (under "Assessment Data" header):

<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%202024%20Assessment%20Data_Suppressed.xlsx?ver=2026-01-02-130436-873

Provide additional information about this indicator (optional)

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. The U.S. Department of Education granted an assessment 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. In FFY 2024, the previous field test became the regular statewide assessment used by all LEAs in the state for grades 3-8 in mathematics and ELA. As such, the data for FFY 2024 is no longer comparable to the FFY 2023 data given that an entirely new statewide assessment was utilized for by all LEAs in the state (change in data source). For this reason, the state reset the baseline data for grade 4 and grade 8 in the areas of mathematics and ELA to FFY 2024 data and established new targets that were informed by stakeholder input (see "Targets: Description of Stakeholder Input" field).

3A - Prior FFY Required Actions

None

3A - OSEP Response

The State reported, "In FFY 2024, the previous field test became the regular statewide assessment used by all LEAs in the state for grades 3-8 in mathematics and ELA. As such, the data for FFY 2024 is no longer comparable to the FFY 2023 data given that an entirely new statewide assessment was utilized for by all LEAs in the state (change in data source). For this reason, the state reset the baseline data for grade 4 and grade 8 in the areas of mathematics and ELA to FFY 2024 data and established new targets that were informed by stakeholder input (see "Targets: Description of Stakeholder Input" field)." However, the Historical Data table reflects FFY 2023 baseline data for Reading Grade 4 and Grade 8 and for Math Grade 4 and Grade 8. Additionally, OSEP notes that the revised baselines for Reading and Math Grades 4 and 8 were accepted in the State's FFY 2023 SPP/APR. Therefore OSEP cannot determine if the State has revised these baselines again using FFY 2024 data.

3A - Required Actions