

Indicator 3D: Gap in Proficiency Rates For Children with IEPs and All Students Against 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 ED Facts 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 2024-2025 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2024-2025 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 2024-2025 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2024-2025 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	2024	31.36
Reading	B	Grade 8	2024	33.93
Reading	C	Grade HS	2018	40.54
Math	A	Grade 4	2024	25.70
Math	B	Grade 8	2024	30.18
Math	C	Grade HS	2018	28.85

Targets

Subject	Group	Group Name	2024	2025
Reading	A <=	Grade 4	31.36	31.35
Reading	B <=	Grade 8	33.93	33.92
Reading	C <=	Grade HS	40.14	40.04
Math	A <=	Grade 4	25.70	25.69
Math	B <=	Grade 8	30.18	30.17
Math	C <=	Grade HS	28.45	28.35

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. Based on internal analyses and stakeholder feedback, new targets were established for FFY 2024 and FFY 2025. While the targets reflect a very modest improvement over the baseline in FFY 2025, this is due to the fact that FFY 2024 was the first year of the new statewide assessment and there is no longitudinal data available to analyze trends. As such, the state will be reviewing targets with stakeholders annually as more data becomes available that will allow for longitudinal analyses.

FFY 2024 Data Disaggregation from EDFacts

Data Source:

SY 2024-25 Academic Achievement in Reading/Language Arts (EDFacts file spec FS178; Data Group: 876, 877)

Date:

01/07/2026

Reading 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	11,056	10,784	9,529
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,692	1,352	826
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,016	4,776	5,213
d. All students in regular assessment with accommodations scored at or above proficient against grade level	0	0	19
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	237	140	93
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	0	0	6

Data Source:

Date:

01/07/2026

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	11,115	10,852	9,693
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	1,699	1,360	887
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	4,198	4,169	3,019
d. All students in regular assessment with accommodations scored at or above proficient against grade level	0	0	7
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	205	112	30
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	0	0	2

(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 prefilled data in this indicator.

FFY 2024 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 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A	Grade 4	14.01%	45.37%	28.40	31.36	31.36	N/A	N/A
B	Grade 8	10.36%	44.29%	31.98	33.93	33.93	N/A	N/A
C	Grade HS	11.99%	54.91%	42.71	40.14	42.92	Did not meet target	No Slippage

FFY 2024 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 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A	Grade 4	12.07%	37.77%	25.80	25.70	25.70	N/A	N/A
B	Grade 8	8.24%	38.42%	28.56	30.18	30.18	N/A	N/A
C	Grade HS	3.61%	31.22%	26.42	28.45	27.61	Met target	No Slippage

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).

3D - Prior FFY Required Actions

None

3D - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2024, and OSEP accepts that revision.

The State revised its targets for this indicator, and OSEP accepts those targets.

3D - Required Actions