SPECIAL EDUCATION REPORT TO THE

BOARD OF PUBLIC EDUCATION

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Special Education Division

The Special Education Division of the Office of Public Instruction (OPI) provides many services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are all aligned with Superintendent Juneau's Graduation Matters Montana initiative. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly. Below is a brief description of the major activities of each unit in the Special Education Division.

School Improvement/Compliance Monitoring Unit

Under the requirements of the Individuals with Disabilities Education Act (IDEA) the OPI must provide General Supervision of the special education and related services provided to students with disabilities in Montana. The OPI must ensure that each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's compliance monitoring activities are a major component of the system that is in place to meet the General Supervision requirements. The monitoring staff provides technical assistance to school district staff to support them in maintaining compliance with the requirements of the IDEA regulations and Montana rules. When an instance of noncompliance is identified, the monitoring staff works with the school district to correct the noncompliance and to develop procedures that will lead to continued regulatory compliance. The unit staff also provides on-site and phone consultation to local school staff to assist in developing effective programs for children.

Professional Development Unit

The Professional Development Unit is responsible for implementing a number of major training initiatives for the OPI. This unit operates the State Personnel Development Grant (SPDG) programs, as well as programs funded through the IDEA discretionary grant monies. These programs include:

Comprehensive System of Personnel Development (CSPD) – CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. The CSPD uses a process which includes preservice, inservice and technical assistance for parents, general education staff, administrators and other service providers with the end result being better programs and services for all children and youth. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities. Montana CSPD is organized through a statewide council and five regional councils.

Montana Behavioral Initiative (MBI) – MBI is a proactive approach to creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students. The MBI has five key goals: to increase the awareness and understanding of effective schools practices; to increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth; to support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results; to increase awareness regarding the value and use of

data-based decision-making in education; and to foster the belief that the education of today's youth is a community responsibility.

Response to Intervention (RTI) – RTI is the practice of providing high-quality instruction to all students based on individual need. The principles that guide RTI implementation in Montana are: effective schools use a team approach to make data-based decisions for individual students to increase student achievement; schools utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs; strong leadership at the state, district, and school levels is essential to improving teaching and learning; students should be taught all skills necessary for success: academic, social, behavioral, and emotional; schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members; successful schools provide ongoing training for staff; all teachers believe in and are invested in helping all students to be successful; and schools need support and specialized training in order to meet the needs of teachers and students.

Montana Autism Education Project (MAEP) – Helping students with autism learn requires specific skills and knowledge beyond what is acquired through teacher preservice programs or attendance at lectures and workshops. Other agencies in Montana are targeting services specifically to children with autism and are developing or already using training curricula and certification in the area of autism for staff who work with the same children who are being educated in public schools. In the near future, school staff working with children with autism will be expected by parents and non-school professionals to have specific knowledge in autism-specific educational techniques. The goals of MAEP are: to increase district-level knowledge of how to educate students with autism through interactive video training; on-site technical assistance and peer-to-peer collaboration; to develop sustainable groups across Montana of on-site or regional educators who can educate students with autism and provide assistance to other school districts; and to develop inter-agency collaboration between the OPI, school districts, Part C Agency providers, Department of Public Health and Human Services, Parents Let's Unite for Kids (PLUK), and Institutes of Higher Education.

Montana Higher Education Consortium – With the assistance of the Technical Assistance for Excellence in Special Education (TAESE) center at the University of Utah, the OPI continues to work with representatives of all Montana teacher education programs to improve preservice instruction. The OPI has always been interested in and encouraged the involvement of Institutions of Higher Education (IHE) in state-coordinated activities such as the State Special Education Advisory Panel, Comprehensive System of Personnel Development Council, State Professional Development Plan and State Performance Plan. The consortium is an activity under the Montana State Comprehensive System of Personnel Development (CSPD). The OPI has supported the Higher Education Consortium for the past 12 years. One outcome of the Consortium is to create a mechanism to foster greater involvement of IHEs in important educational initiatives to ensure there is consistency between the message of the OPI and IHEs regarding future teachers on important educational initiatives.

Traineeships – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for training programs for special education teachers, speech-language pathologists, and school psychologists. These programs help defray the costs of training and provide a structure for supervision of students as they complete their training. In addition, students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

Data and Accountability Unit

The Data and Accountability staff oversees the collection, analysis and reporting of all special education data required for federal and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education.

IDEA Part B Program Unit

The IDEA Part B Program manager oversees the distribution of state and federal special education funds and ensures accountability for the use of those funds. Each year the OPI distributes over $78 million dollars in special education funds to Montana school districts. The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations. This unit is also responsible for submitting the Annual Application for Funding under the IDEA and all related grant reporting and fiscal requirements.

Students Served

Special Education Child Count and Student Enrollment

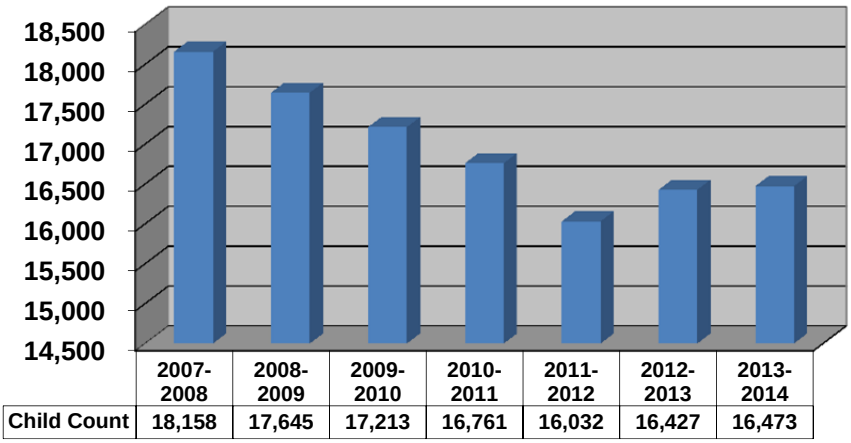
Public schools must make available special education and related services to all students with disabilities beginning at age three and continuing until the student is determined to be no longer eligible. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance. In most Montana school districts students may attend through age 18. Services to students ages 19, 20, and 21 are permissive. Several Montana school districts do provide services to students beyond age 19. Eligibility as a student with a disability is a two-part test. To be eligible a student must meet the criteria for one of the 13 disability categories and demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a Free Appropriate Public Education (FAPE). The amount and type of services available to private school students are different than for public school students. The determination of what types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the Individuals with Disabilities Education Act (IDEA) proportionate share calculation.

On the first Monday of October each year the Special Education Child Count is conducted. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a Services Plan.

Figure 1.1 below shows the Child Count trend data from the 2007-2008 school year to present. Note that the Child Count date changed from the first Monday in December to the first Monday in October during the 2009-2010 school year. This change was necessary to align the Child Count date with the Annual Data Collection (ADC) enrollment collection. This change improved data validity and reliability.

Figure 1.1 Special Education Child Count Longitudinal Data



The data in Figure 1.1 show a recent upward turn in the overall Child Count numbers for Montana. Student enrollment for all students shows the same type of increase. Figures 1.2 and 1.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

Figure 1.2 Student Enrollment Data Grades Pre-Kindergarten through 12

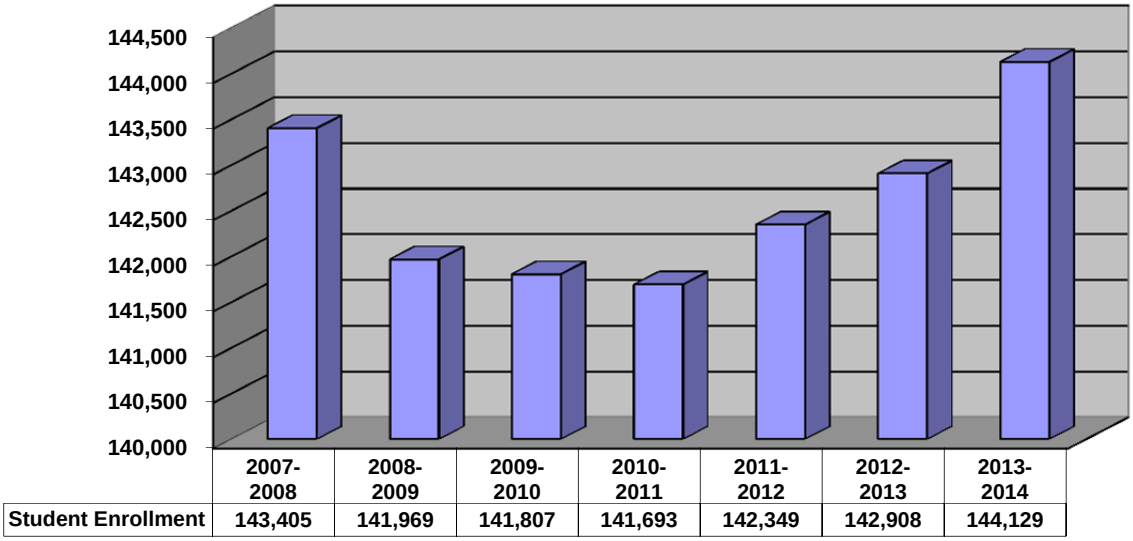
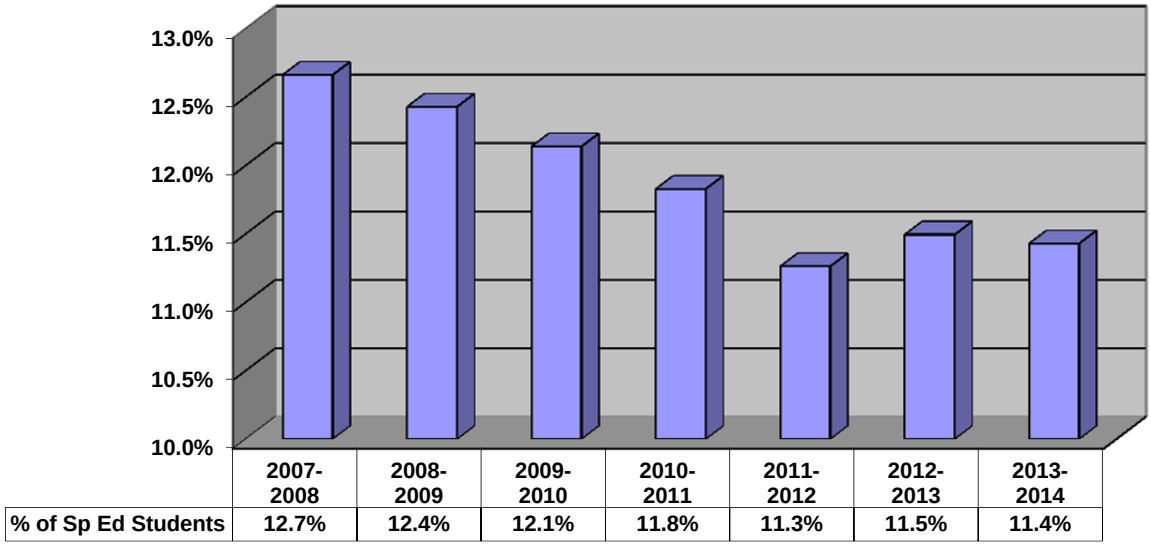


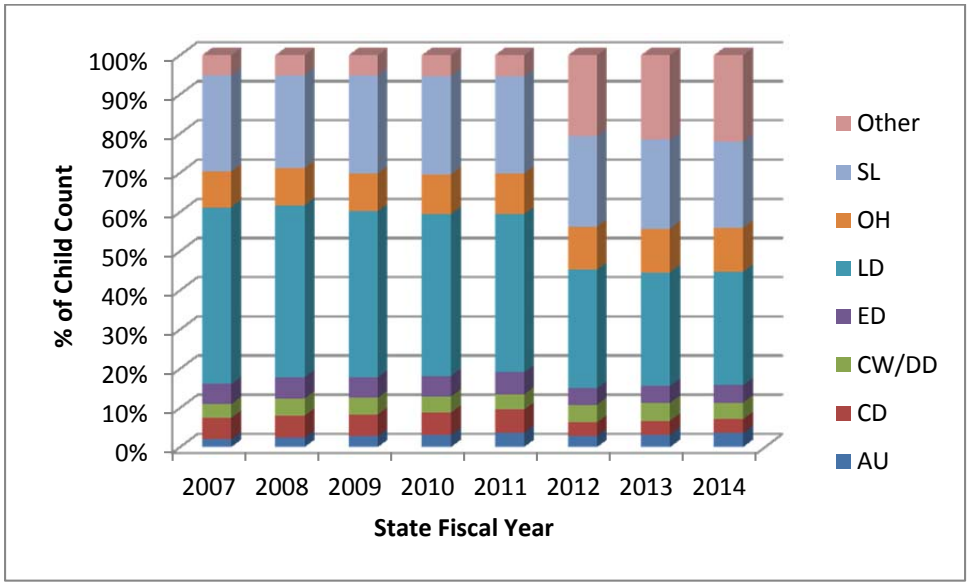
Figure 1.3 Proportion of All Students Enrolled in Public Schools Who are Eligible for Special Education



As the interested reader can see from the figures above, the number of students with disabilities who are eligible for special education and related services in Montana has declined at a faster pace than the overall enrollment. Because of this, the percentage of students with disabilities has declined since the 2007-2008 school year. Many of the educational initiatives the OPI implements have contributed to this decline. The Montana Behavioral Initiative (MBI) and the Response to Intervention (RTI) programs continue to show large benefits for all students.

Student Identification by Disability

Figure 1.4 Disabilities by Percentage of Total Child Count



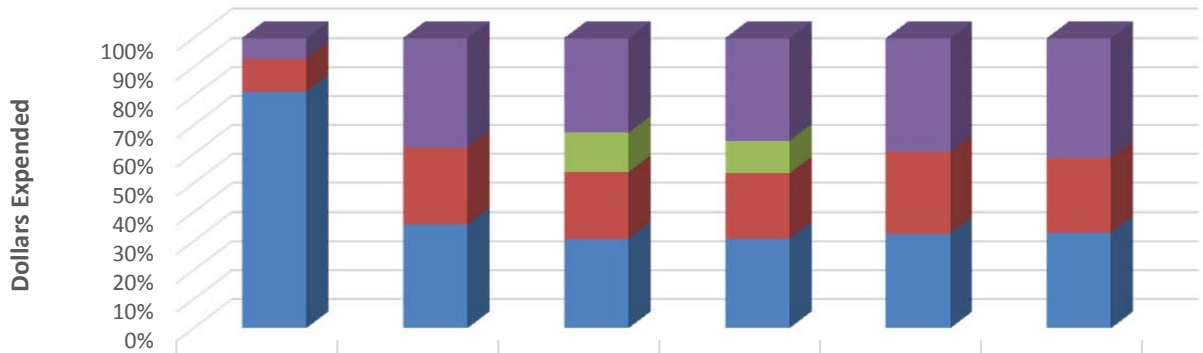
The data in Figure 1.4 show the relative proportions of the child count made up by students with various disabilities. The Other category includes students with Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Traumatic Brain Injury, Deafness, and Deaf-Blindness.

Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana. Local, state and federal funds may be used for this purpose. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary (TFS) report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA.

Figure 2.1 and Figure 2.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

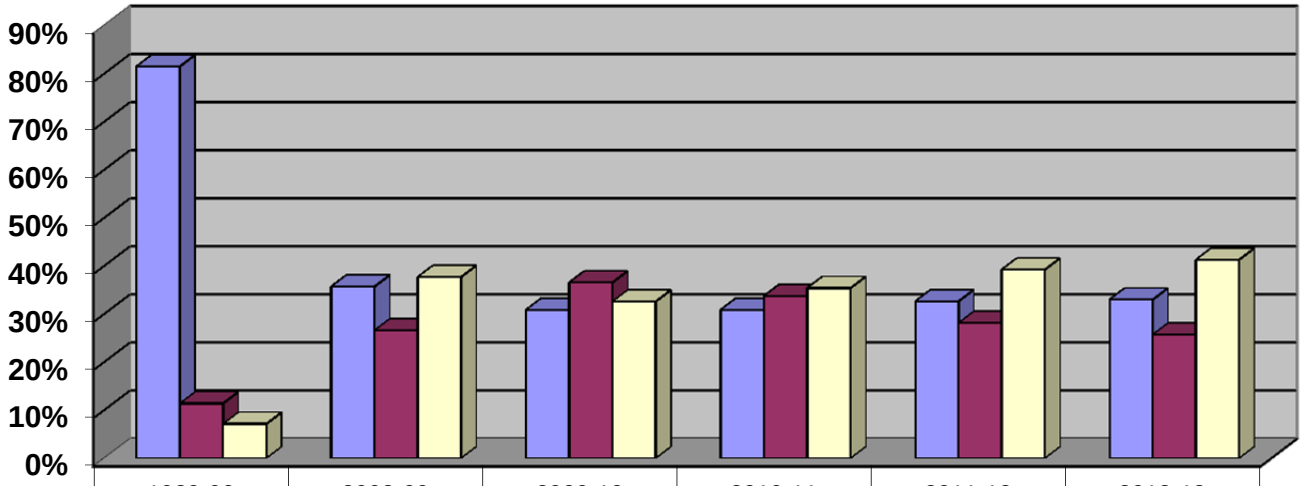
Figure 2.1 Amounts Expended for Special Education by School Year



	1989-90	2008-09	2009-10	2010-11	2011-12	2012-13
Local $$	$2,916,889	$43,950,511	$44,024,146	$47,753,173	$50,047,503	$52,139,370
ARRA $$ Fed			$18,328,317	$15,133,799		
Federal $$	$4,660,917	$31,049,620	$31,030,129	$30,410,904	$35,931,349	$32,509,787
State $$	$33,361,646	$41,639,802	$41,657,703	$41,657,703	$41,638,006	$41,679,344

Figure 2.1 shows the amounts, in dollars, which were expended in each of the last five years (along with the base year of 1989-1990) to cover the costs of providing special education and related services to Montana students. During the 2009-2010 and 2010-2011 school years an additional amount of funds was made available to schools under the American Recovery and Reinvestment Act (ARRA). This increased the federal share of the expenditures for those two years. The ARRA funds have all been expended and will not be included in future years' expenditures. As can be seen above, the total expenditures for special education during the 2012-2013 school year (State Fiscal Year 2013) were just above $126 Million dollars. The amount of expenditures of local dollars continues to increase, while the state and federal shares have increased more slowly.

Figure 2.2 Percentages of State, Federal, and Local Funds Used for Special Education



	1989-90	2008-09	2009-10	2010-11	2011-12	2012-13
State Share	0.814902114	0.35699439	0.3084835	0.308677143	0.326273556	0.329928275
Federal Share	0.113849032	0.2662006	0.365509023	0.337479217	0.281556449	0.257343247
Local Share	0.071248853	0.37680501	0.326007477	0.35384364	0.392169995	0.412728477

Figure 2.2 shows the relative percentages of the total expenditures that come from each source. As was noted above, the availability of the ARRA IDEA funds during the 2009-2010 and 2010-2011 school years increased the proportion of expenditures attributed to federal sources. Despite that influx of ARRA dollars, the proportion of the expenditures that are from local sources has continued to increase over the years.

Federal Funding Under IDEA

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2012-2013 school year Montana received a total IDEA allocation of $37,221,445. Of this amount, $4,521,136 was set aside for administrative purposes, and $32,931,220 was distributed to local school districts. The IDEA funds are allocated by school district and distributed to the approximately 70 IDEA Part B projects through the electronic grants management system (EGrants). School districts that are members of a cooperative or consortium submit one application for funds to the OPI and the funds are then distributed to the cooperative/consortium.

State Special Education Funding

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. Figure 2.3 shows the breakout of state funding by percentage.

Figure 2.3 Percentage of State Special Education Funding by Category

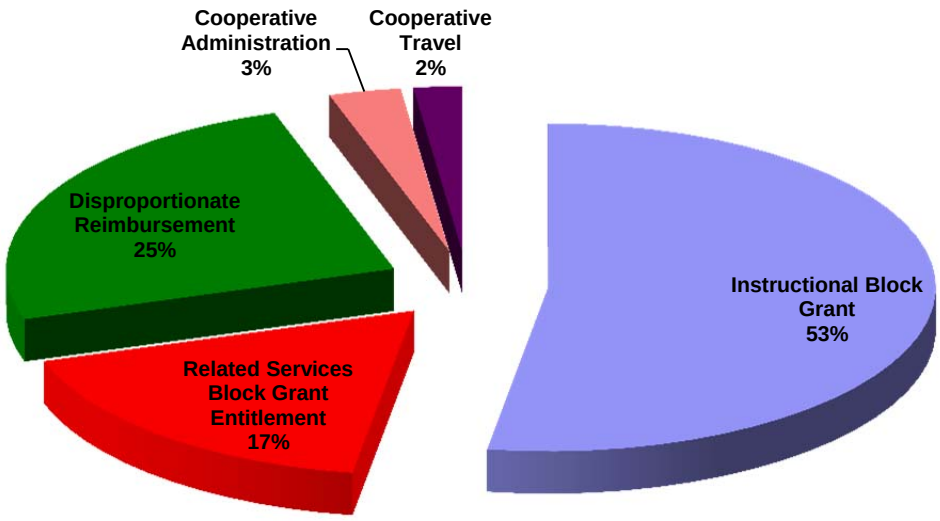


Table 2.1 below shows the projected state entitlements for the 2013-2014 school year in each funding category.

Table 2.1 Preliminary State Entitlement for 2013-2014 School Year

Instructional Block Grant	$22,092,522
Related Services Block Grant Entitlement	$7,363,195
Disproportionate Reimbursement	$10,500,948
Cooperative Administration	$1,260,114
Cooperative Travel	$840,076
Total	$42,056,854

State Funding Trend Data

Figure 2.4 Instructional Block Grant per Student Allocation

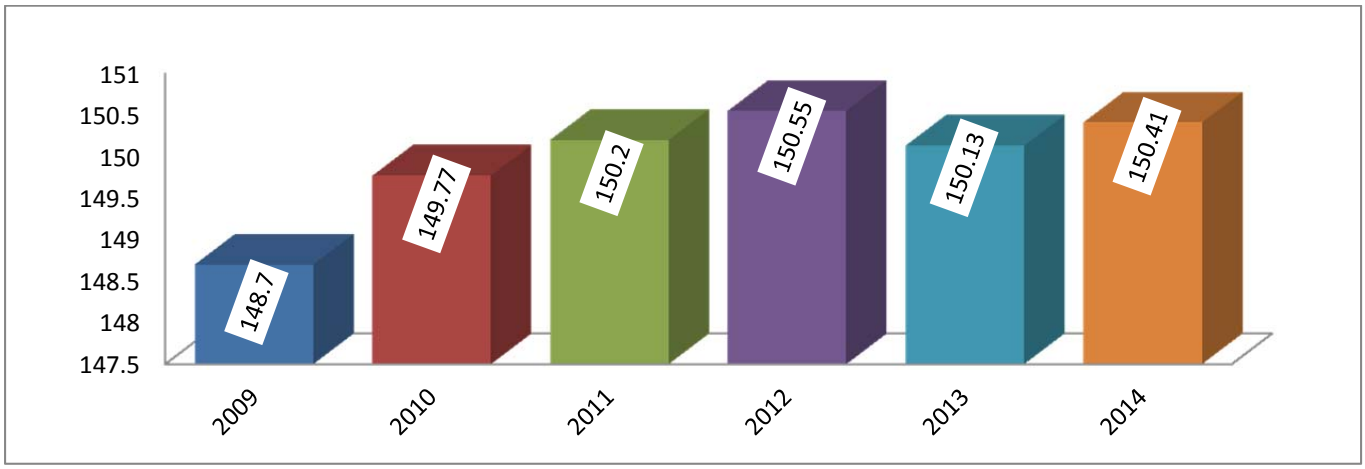


Figure 2.4 shows that the Instructional Block Grant rate has remained fairly stable over the last few fiscal years. This rate is adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change. For example, as districts have moved from half-day to full-day kindergarten their enrollment numbers have changed to reflect the longer student day.

Figure 2.5 Related Services Block Grant per Student Allocation

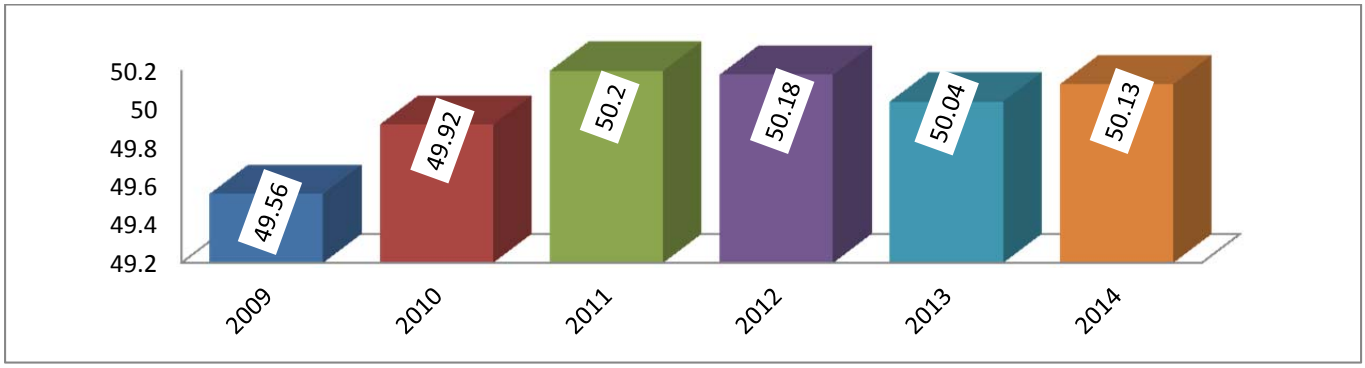


Figure 2.5 also shows a fair amount of stability in the Related Services Block Grant rates over the last few fiscal years.

Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs. Changes in the amounts distributed are a function of changes in the state appropriation.

Figure 2.6 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Figure 2.7 shows the number of school districts receiving those reimbursements.

Figure 2.6 Total Amounts for Disproportionate Cost Reimbursement by Year

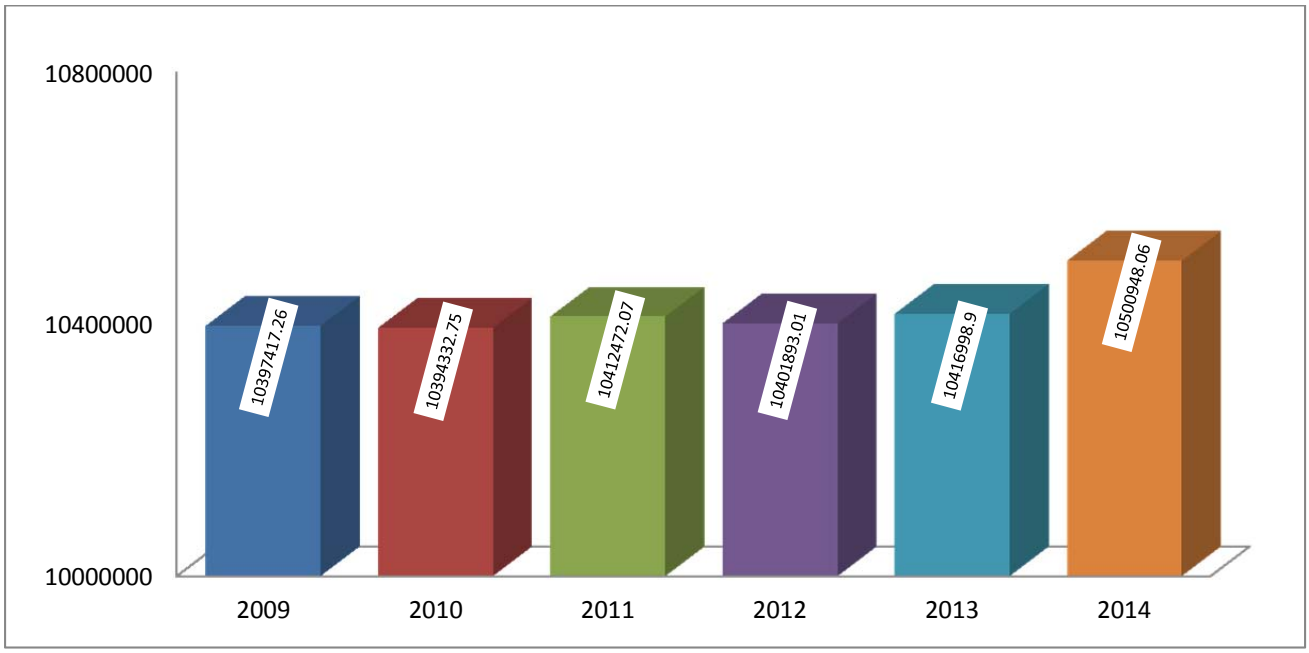
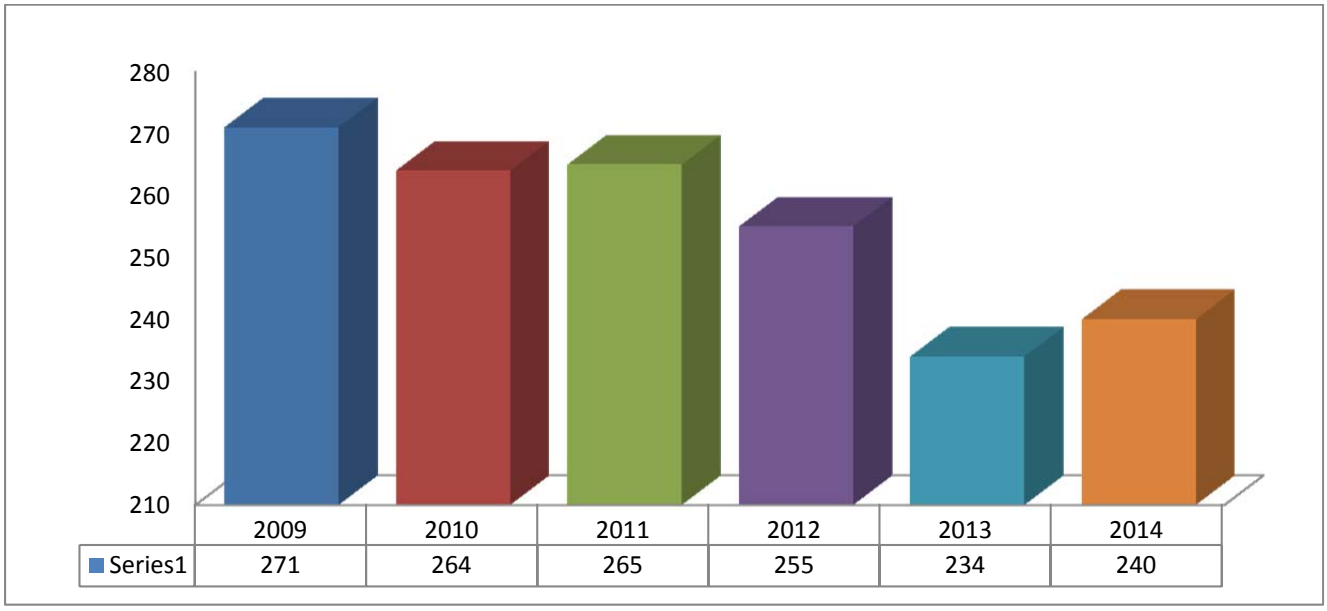


Figure 2.7 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs



As these two figures show, the dollar amount distributed to school districts as disproportionate cost reimbursements has increased over the last few fiscal years, but the number of districts that receive those reimbursements has decreased. As the costs of education as a whole increase, the amount that must be spent to meet the requirements for the disproportionate costs also increases. Fewer districts meet the requirements, but the amounts that are reimbursed have also increased because of the increased costs.

Local Funding

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increases in costs of special education by increasing their contribution to over $52 million dollars in state fiscal year 2013. This amount represented over 41 percent of the total expenditures for special education. The amount of

local funds expended has continued to increase. The need for public school districts to expend local funds to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

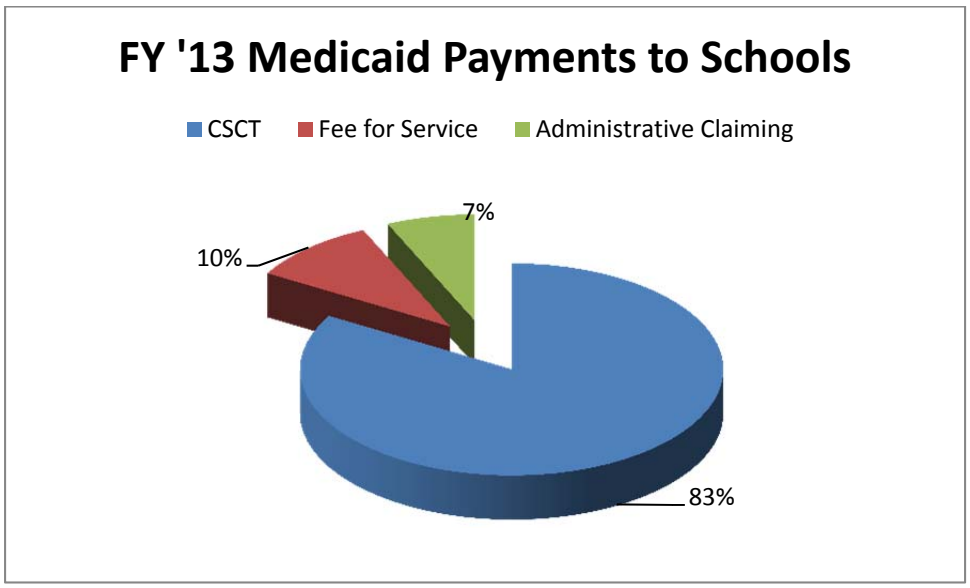
Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawal are some of the primary factors contributing to the variability.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated for a number of years on projects that have increased reimbursement to districts for certain special education costs. This collaboration has led to an expansion in school-based Mental Health Services that are available to all students, not just students with disabilities. These efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Under this program, school districts are able to claim Medicaid reimbursements for medical services (Occupational Therapy, Personal Care Services, Physical Therapy, School Psychology Services, and Speech/Language Therapy) provided to Medicaid-eligible students under an Individual Education Plan (IEP). School districts are also able to claim reimbursement for CSCT services for any Medicaid-eligible student. The CSCT services are not contingent upon the student being eligible for special education and related services.

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

FY '13 Medicaid Payments to Schools

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '13 payments to districts totaled $3,410,494.19); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '13 payments to districts totaled $2,332,436.93. Although these payments are generated through participation in the Medicaid program, the administrative claiming payments are not considered Medicaid dollars); and 3) CSCT services (FY '13 payments to districts totaled $28,876,069). Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services. (Source for data on payments: DPHHS, Health Resources Division)

The largest proportion of the Medicaid reimbursements to school districts was for the provision of CSCT services. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

State Performance Plan/Annual Performance Report

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on *three key monitoring priorities* for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a ***free appropriate public education*** (FAPE) ***in the least restrictive environment*** (LRE);
2. the state exercise of ***general supervisory authority***; and
3. ***disproportionate representation*** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

CSPD Regional Performance

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link:
http://gems.opi.mt.gov/StudentCharacteristics/Pages/SpecialEducationDistrictPerformance.aspx.
Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at http://www.opi.mt.gov/Programs/SpecialEd/Index.html.

The table below provides an evaluation of regional performance status and state performance status related to the State's Performance Target for graduation rates. These evaluations are based on the 2011-2012 school year.

Table 1.1 Graduation Rates for Students with Disabilities for the 2011-2012 School Year

	School Leaver Cohort Total	Graduation Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	110	90	81.8%	87.9%	64.8%	80.0%	Met
CSPD Region II - MNCESR	185	132	71.4%	77.4%	58.3%	80.0%	Not Met
CSPD Region III - MRESA3	262	207	79.0%	83.5%	58.3%	80.0%	Met
CSPD Region IV - RESA4U	195	161	82.6%	87.2%	65.4%	80.0%	Met
CSPD Region V - WM-CSPD	329	281	85.4%	88.8%	69.2%	80.0%	Met
State of Montana	**1081**	**871**	**80.6%**	**82.8%**	**66.8%**	**80.0%**	**Met**

Indicator 2 – Dropout Rates

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is for the 2011-2012 school year rather than the 2012-2013 school year.

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The dropout rate is calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

Table 2.1 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2011-2012 School Year

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	704	24	3.4%	5.0%	2.3%	4.7%	Met
CSPD Region II - MNCESR	1089	58	5.3%	6.8%	4.1%	4.7%	Met
CSPD Region III - MRESA3	1628	60	3.7%	4.7%	2.9%	4.7%	Met
CSPD Region IV - RESA4U	1483	62	4.2%	5.3%	3.3%	4.7%	Met
CSPD Region V - WM-CSPD	2052	56	2.7%	3.5%	2.1%	4.7%	Met
State of Montana	**6956**	**260**	**3.7%**	**4.2%**	**3.3%**	**4.7%**	**Met**

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th-grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at: http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_3.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana's AYP objectives.

Table 3.1 below provides an evaluation of regional and state performance related to the established performance target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2012-2013 school year.

Table 3.1 Districts Meeting Montana's AYP Objectives for the Disability Subgroup

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	8	0	0.0%	32.4%	0.0%	41.5%	Not Met
CSPD Region II - MNCESR	5	0	0.0%	43.4%	0.0%	41.5%	Met
CSPD Region III - MRESA3	10	0	0.0%	27.7%	0.0%	41.5%	Not Met
CSPD Region IV - RESA4U	12	0	0.0%	24.2%	0.0%	41.5%	Not Met
CSPD Region V - WM-CSPD	19	0	0.0%	16.8%	0.0%	41.5%	Not Met
State of Montana	**54**	**0**	**0.0%**	**6.6%**	**0.0%**	**41.5%**	**Not Met**

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional and state performance on Reading (Table 3.2) and Math (Table 3.3). These evaluations are based on the 2012-2013 school year.

Table 3.2 Participation Rates of Students with Disabilities in State Assessments for Reading

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	783	749	95.7%	96.9%	94.0%	95.0%	**Met**
CSPD Region II - MNCESR	1171	1156	98.7%	99.2%	97.9%	95.0%	**Met**
CSPD Region III - MRESA3	1748	1660	95.0%	95.9%	93.8%	95.0%	**Met**
CSPD Region IV - RESA4U	1724	1611	93.4%	94.5%	92.2%	95.0%	**Not Met**
CSPD Region V - WM-CSPD	2210	2137	96.7%	97.4%	95.9%	95.0%	**Met**
State of Montana	**7636**	**7313**	**95.8%**	**96.2%**	**95.3%**	**95.0%**	**Met**

Table 3.3 Participation Rates of Students with Disabilities in State Assessments for Math

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	783	764	97.6%	98.4%	96.2%	95.0%	Met
CSPD Region II - MNCESR	1171	1156	98.7%	99.2%	97.9%	95.0%	Met
CSPD Region III - MRESA3	1748	1673	95.7%	96.6%	94.7%	95.0%	Met
CSPD Region IV - RESA4U	1724	1650	95.7%	96.6%	94.6%	95.0%	Met
CSPD Region V - WM-CSPD	2210	2164	97.9%	98.4%	97.2%	95.0%	Met
State of Montana	**7636**	**7407**	**97.0%**	**97.4%**	**96.6%**	**95.0%**	**Met**

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

Table 3.4 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. In order to have met the target for 3C Reading, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2012-2013 school year.

Table 3.4 Proficiency Rates of Students with Disabilities on Reading Assessments

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	741	314	42.4%	46.0%	38.9%	33.5%	Met
CSPD Region II - MNCESR	1086	439	40.4%	43.4%	37.5%	33.5%	Met
CSPD Region III - MRESA3	1649	769	46.6%	49.0%	44.2%	33.5%	Met
CSPD Region IV - RESA4U	1628	861	52.9%	55.3%	50.5%	33.5%	Met
CSPD Region V - WM-CSPD	2076	1130	48.9%	56.6%	52.3%	33.5%	Met
State of Montana	**7180**	**3513**	**54.4%**	**50.1%**	**47.8%**	**33.5%**	**Met**

Table 3.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. In order to have met the target for 3C Math, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2012-2013 school year.

Table 3.5 Proficiency Rates of Students with Disabilities on Math Assessments

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	741	169	22.8%	26.0%	19.9%	33.5%	Not Met
CSPD Region II - MNCESR	1086	280	25.8%	28.5%	23.3%	33.5%	Not Met
CSPD Region III - MRESA3	1649	391	23.7%	25.8%	21.7%	33.5%	Not Met
CSPD Region IV - RESA4U	1628	528	32.4%	34.7%	30.2%	33.5%	Met
CSPD Region V - WM-CSPD	2076	679	32.7%	34.8%	30.7%	33.5%	Met
State of Montana	**8153**	**2047**	**28.5%**	**31.9%**	**27.5%**	**33.5%**	**Not Met**

Indicator 4A – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student, out of school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below provides an evaluation of regional and state performance related to the state's established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2011-2012 school year.

Because of the U.S. Department of Education's reporting requirements in the Annual Performance Report, the data for Indicator 4 will be one year behind.

Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	83	0	0.0%	0.0%	Met
CSPD Region II - MNCESR	78	0	0.0%	0.0%	Met
CSPD Region III - MRESA3	88	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	88	0	0.0%	0.0%	Met
CSPD Region V - WM-CSPD	78	0	0.0%	0.0%	Met
State of Montana	**415**	**0**	**0.0%**	**0.0%**	**Met**

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

Table 4.2 Long-Term Suspension and Expulsion Rates for the 2011-2012 School Year

	Special Education Child Count	Number of Special Education Students with Long-Term Suspension or Expulsion	Special Education Long-term Suspension of Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion	Regular Education Long-Term Suspension and Expulsion Rates
CSPD Region I - PESA	1667	10	0.6%	11255	31	0.3%
CSPD Region II - MNCESR	2404	20	0.8%	19703	128	0.7%
CSPD Region III - MRESA3	3482	9	0.3%	27232	36	0.1%
CSPD Region IV - RESA4U	3332	11	0.3%	30347	41	0.1%
CSPD Region V - WM-CSPD	4575	19	0.4%	36370	75	0.2%
State of Montana	**15460**	**69**	**0.4%**	**124907**	**311**	**0.2%**

Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2011-2012 school year.

Table 4. 3 Long-Term Suspension or Expulsion Data by Race/Ethnicity

		Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs Identified with Significant discrepancy
CSPD Region I - PESA	American Indian/Alaskan Native	83	0	0.0%
	Asian	83	0	0.0%
	Black or African American	83	0	0.0%
	Hispanic or Latino	83	0	0.0%
	Native Hawaiian or Pacific islander	83	0	0.0%
	White, Non-Hispanic	83	0	0.0%
	Multi-Racial	83	0	0.0%
CSPD Region II - MNCESR	American Indian/Alaskan Native	78	0	0.0%
	Asian	78	0	0.0%
	Black or African American	78	0	0.0%
	Hispanic or Latino	78	0	0.0%
	Native Hawaiian or Pacific islander	78	0	0.0%
	White, Non-Hispanic	78	0	0.0%
	Multi-Racial	78	0	0.0%
CSPD Region III - MRESA3	American Indian/Alaskan Native	88	0	0.0%
	Asian	88	0	0.0%
	Black or African American	88	0	0.0%
	Hispanic or Latino	88	0	0.0%
	Native Hawaiian or Pacific islander	88	0	0.0%
	White, Non-Hispanic	88	0	0.0%
	Multi-Racial	88	0	0.0%
CSPD Region IV - RESA4U	American Indian/Alaskan Native	88	0	0.0%

	Asian	88	0	0.0%
	Black or African American	88	0	0.0%
	Hispanic or Latino	88	0	0.0%
	Native Hawaiian or Pacific islander	88	0	0.0%
	White, Non-Hispanic	88	0	0.0%
	Multi-Racial	88	0	0.0%
CSPD Region V - WM-CSPD	American Indian/Alaskan Native	78	0	0.0%
	Asian	78	0	0.0%
	Black or African American	78	0	0.0%
	Hispanic or Latino	78	0	0.0%
	Native Hawaiian or Pacific islander	78	0	0.0%
	White, Non-Hispanic	78	0	0.0%
	Multi-Racial	78	0	0.0%
State of Montana	American Indian/Alaskan Native	**415**	**0**	**0.0%**
	Asian	**415**	**0**	**0.0%**
	Black or African American	**415**	**0**	**0.0%**
	Hispanic or Latino	**415**	**0**	**0.0%**
	Native Hawaiian or Pacific islander	**415**	**0**	**0.0%**
	White, Non-Hispanic	**415**	**0**	**0.0%**
	Multi-Racial	**415**	**0**	**0.0%**

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- 5A - Regular Class: Removed from regular class less than 21 percent of the day.
- 5B - Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- 5C - Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The three tables below provide an evaluation of regional and state performance related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 5.1 Performance on Indicator 5A for the State and CSPD/RSA Regions

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1581	780	49.3%	51.8%	46.9%	52.0%	Not Met
CSPD Region II - MNCESR	2249	1037	46.1%	48.2%	44.1%	52.0%	Not Met
CSPD Region III - MRESA3	3330	1224	36.8%	38.4%	35.1%	52.0%	Not Met
CSPD Region IV - RESA4U	3245	1751	54.0%	55.7%	52.2%	52.0%	Met
CSPD Region V - WM-CSPD	4348	2180	50.1%	51.6%	48.7%	52.0%	Not Met
State of Montana	14753	6972	47.5%	48.0%	46.5%	52.0%	Not Met

Table 5.2 State and CSPD/RSA Region Performance Status for Indicator 5B

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1581	197	12.5%	14.2%	10.9%	11.0%	Met
CSPD Region II - MNCESR	2249	294	13.1%	14.5%	11.7%	11.0%	Not Met
CSPD Region III - MRESA3	3330	605	18.2%	19.5%	16.9%	11.0%	Not Met
CSPD Region IV - RESA4U	3245	326	10.0%	11.1%	9.1%	11.0%	Met
CSPD Region V - WM-CSPD	4348	511	11.8%	12.7%	10.8%	11.0%	Met
State of Montana	14753	1933	13.1%	13.6%	12.6%	11.0%	Not Met

Table 5.3 State and CSPD/RSA Region Performance Status for Indicator 5C

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1581	3	0.2%	0.5%	0.1%	1.5%	Met
CSPD Region II - MNCESR	2249	41	1.8%	2.4%	1.4%	1.5%	Met
CSPD Region III - MRESA3	3330	39	1.2%	1.6%	0.9%	1.5%	Met
CSPD Region IV - RESA4U	3245	93	2.9%	3.5%	2.4%	1.5%	Not Met
CSPD Region V - WM-CSPD	4348	38	0.9%	1.5%	0.7%	1.5%	Met
State of Montana	14753	214	1.5%	1.1%	1.5%	1.5%	Met

Indicator 6 – Preschool Settings

The educational placement count of students with disabilities, ages 3-5, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 3-5, for the following educational placement categories:

- 6A: Regular Early Childhood Program: Served in the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 6B: Served in Separate Facilities: A roll-up of separate special education class, separate school or residential facility.

The two tables below provide an evaluation of regional and state performance related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 6.1 State and CSPD/RSA Region Baseline Data for Indicator 6A

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	177	72	40.7%	48.0%	33.7%	45.0%	Met
CSPD Region II - MNCESR	309	137	44.3%	49.9%	38.9%	45.0%	Met
CSPD Region III - MRESA3	365	129	35.3%	40.4%	30.6%	45.0%	Not Met
CSPD Region IV - RESA4U	390	148	37.9%	42.9%	33.3%	45.0%	Not Met
CSPD Region V - WM-CSPD	456	177	38.8%	43.4%	34.5%	45.0%	Not Met
State of Montana	1697	663	39.1%	41.4%	36.8%	45.0%	Not Met

Table 6.2 State and CSPD/RSA Region Baseline Data for Indicator 6B

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	177	20	11.3%	16.8%	7.4%	27.6%	Not Met
CSPD Region II - MNCESR	309	62	20.1%	24.9%	16.0%	27.6%	Not Met
CSPD Region III - MRESA3	365	154	42.2%	47.3%	37.2%	27.6%	Met
CSPD Region IV - RESA4U	390	115	29.5%	34.2%	25.2%	27.6%	Met
CSPD Region V - WM-CSPD	456	180	39.5%	44.0%	35.1%	27.6%	Met
State of Montana	**1697**	**531**	**31.3%**	**33.5%**	**29.1%**	27.6%	Met

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student (a student who is aged 3 or 4 or 5) longitudinally while the student is participating in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).

2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Indicator 7A – Positive Social-Emotional Skills (including social relationships)

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two Summary Statements for Indicator 7A.

Table 7.1 Positive Social-Emotional Skills for Children Exiting in the 2012-2013 School Year

Indicator 7A.1 Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	15	12	80.0%	93.0%	54.8%	65.0%	Met
CSPD Region II - MNCESR	37	25	67.6%	80.4%	51.5%	65.0%	Met
CSPD Region III - MRESA3	33	24	72.7%	84.9%	55.8%	65.0%	Met
CSPD Region IV - RESA4U	51	38	74.5%	84.5%	61.1%	65.0%	Met
CSPD Region V - WM-CSPD	46	40	87.0%	93.9%	74.3%	65.0%	Met
State of Montana	**182**	**139**	**76.4%**	**82.0%**	**69.7%**	**65.0%**	**Met**

Indicator 7A.2 The percent of children who were functioning with the age expectations by the time they turned 6 years of age or exited the program

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	27	21	77.8%	89.4%	59.2%	63.0%	Met
CSPD Region II - MNCESR	81	63	77.8%	85.5%	67.6%	63.0%	Met
CSPD Region III - MRESA3	69	50	72.5%	81.6%	61.0%	63.0%	Met
CSPD Region IV - RESA4U	77	55	71.4%	80.3%	60.5%	63.0%	Met
CSPD Region V - WM-CSPD	101	77	76.2%	83.5%	67.1%	63.0%	Met
State of Montana	**355**	**266**	**74.9%**	**79.2%**	**70.2%**	**63.0%**	**Met**

Indicator 7B – Acquisition and Use of Knowledge and Skills

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.2 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two Summary Statements for Indicator 7B.

Table 7.2 Acquisition and Use of Knowledge and Skills

Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	27	21	77.8%	89.4%	59.2%	736.0%	Met
CSPD Region II - MNCESR	76	63	82.9%	89.7%	72.9%	73.0%	Met
CSPD Region III - MRESA3	66	54	81.8%	89.3%	70.9%	73.0%	Met
CSPD Region IV - RESA4U	64	49	76.6%	85.3%	64.9%	73.0%	Met
CSPD Region V - WM-CSPD	88	71	80.7%	87.6%	71.2%	73.0%	Met

State of Montana	**321**	**258**	**80.4%**	**84.3%**	**75.7%**	**73.0%**	**Met**

Indicator 7B.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	28	19	67.9%	82.1%	44.0%	35.0%	Met
CSPD Region II - MNCESR	80	55	68.8%	77.9%	57.9%	35.0%	Met
CSPD Region III -MRESA3	69	39	56.5%	67.6%	44.8%	35.0%	Met
CSPD Region IV - RESA4U	78	42	53.8%	64.5%	42.9%	35.0%	Met
CSPD Region V - WM-CSPD	102	51	50.0%	59.5%	40.5%	35.0%	Met
State of Montana	**357**	**206**	**57.7%**	**62.7%**	**52.5%**	**35.0%**	**Met**

Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting in the world in socially appropriate ways to get what one wants.

Table 7.3 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two Summary Statements for Indicator 7C.

Table 7.3 Use of Appropriate Behaviors to Meet Their Needs

Indicator 7C.1 Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	14	11	78.6%	92.4%	52.4%	62.0%	Met
CSPD Region II - MNCESR	36	26	72.2%	84.2%	56.0%	62.0%	Met
CSPD Region III - MRESA3	36	26	72.2%	84.2%	56.0%	62.0%	Met
CSPD Region IV - RESA4U	42	32	76.2%	86.5%	61.5%	62.0%	Met
CSPD Region V - WM-CSPD	46	36	78.3%	87.7%	64.4%	62.0%	Met

State of Montana	**174**	**131**	**75.3%**	**81.1%**	**68.4%**	**62.0%**	**Met**

Indicator 7C.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	28	21	75.0%	87.3%	56.6%	67.0%	Met
CSPD Region II - MNCESR	80	63	78.8%	86.3%	68.6%	67.0%	Met
CSPD Region III - MRESA3	69	47	68.1%	77.9%	56.4%	67.0%	Met
CSPD Region IV - RESA4U	77	58	75.3%	83.6%	64.6%	67.0%	Met
CSPD Region V - WM-CSPD	102	79	77.5%	84.5%	68.4%	67.0%	Met
State of Montana	**356**	**268**	**75.3%**	**79.5%**	**70.5%**	**67.0%**	**Met**

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The table below provides an evaluation of regional and state performance related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 8.1 Results of Parental Involvement Survey for the 2012-2013 School Year

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school Facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	26	14	53.8%	71.2%	35.5%	68.0%	Met
CSPD Region II - MNCESR	38	30	78.9%	88.9%	63.7%	68.0%	Met
CSPD Region III - MRESA3	37	25	67.6%	80.4%	51.5%	68.0%	Met
CSPD Region IV - RESA4U	177	122	68.9%	75.3%	61.8%	68.0%	NA
CSPD Region V - WM-CSPD	181	128	70.7%	76.9%	63.7%	68.0%	Met
State of Montana	**459**	**319**	**69.5%**	**73.5%**	**65.1%**	**68.0%**	**Met**

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

Definition of Disproportionate Representation

An LEA is determined to have ***disproportionate representation*** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2012-2013 school year.

Table 9.1 District Review of Disproportionate Representation by CSPD Region

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	415	0	0	0.0%	0.0%
CSPD Region I - PESA	83	0	0	0.0%	0.0%
CSPD Region II - MNCESR	79	0	0	0.0%	0.0%
CSPD Region III – MRESA3	88	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	88	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	78	0	0	0.0%	0.0%

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10.1 Districts Identified with Disproportionate Representation-Specific Disabilities

	Number of School Districts Reviewed	Number Districts Identified with Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	415	0	0	0.0%	0.0%
CSPD Region I - PESA	83	0	0	0.0%	0.0%
CSPD Region II - MNCESR	79	0	0	0.0%	0.0%
CSPD Region III – MRESA3	88	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	88	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	78	0	0	0.0%	0.0%

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2012-2013 school year. This is a compliance indicator meaning that the performance target is **100 percent** of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11.1 State and CSPD Region Performance Status

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were completed within 60 days	Percent of children with Parent Consent Evaluated within 60 days	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	24	21	87.5%	95.7%	69.0%	100.0%	Not Met
CSPD Region II - MNCESR	22	22	100.0%	100.0%	85.1%	100.0%	Met
CSPD Region III - MRESA3	69	69	100.0%	100.0%	94.7%	100.0%	Met
CSPD Region IV - RESA4U	0	0	0.0%	0.0%	0.0%	100.0%	NA
CSPD Region V - WM-CSPD	49	48	98.0%	99.6%	89.3%	100.0%	Not Met
State of Montana	**164**	**160**	**97.6%**	**99.0%**	**93.9%**	**100.0%**	**Not Met**

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2012-2013 school year. This is a compliance indicator meaning that the state's performance target will be **100 percent** for each year of the State Performance Plan.

Table 5. 1 State and CSPD/RSA Region Performance Status

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday	Percent of children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	9	7	77.8%	100.0%	Not Met
CSPD Region II - MNCESR	22	23	104.5%	100.0%	Met
CSPD Region III - MRESA3	33	32	97.0%	100.0%	Not Met
CSPD Region IV - RESA4U	34	34	100.0%	100.0%	Met
CSPD Region V - WM-CSPD	30	28	93.3%	100.0%	Not Met
State of Montana	**128**	**124**	**96.9%**	**100.0%**	**Not Met**

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, ***performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted in the 2012-2013 school year.*** The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

Table 13.1 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2012-2013 school year.

Table 13.1 Secondary Transition Data

	Number of IEPs Reviewed	Number of IEPs with TransitionGoals	Percent of Secondary transition with IEP Goals
CSPD Region I - PESA	2	2	100.0%
CSPD Region II - MNCESR	7	7	100.0%
CSPD Region III - MRESA3	39	39	100.0%
CSPD Region IV - RESA4U	0	0	NA
CSPD Region V - WM-CSPD	15	10	66.7%
State of Montana	**63**	**58**	**92.1%**

Indicator 14 – Post-School Outcomes

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2011-2012 school year by means of dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age.

Table 14.1 Percent of Youth with Disabilities Enrolled in Higher Education (14A)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	71	21	29.6%	41.0%	20.2%	27.0%	Met
CSPD Region II - MNCESR	135	32	23.7%	31.5%	17.3%	27.0%	Met
CSPD Region III - MRESA3	124	22	17.7%	25.4%	12.0%	27.0%	Not Met
CSPD Region IV - RESA4U	137	41	29.9%	38.1%	22.9%	27.0%	Met

CSPD Region V - WM-CSPD	199	52	26.1%	32.6%	20.5%	27.0%	Met
State of Montana	**666**	**168**	**25.2%**	**28.7%**	**22.1%**	**27.0%**	**Met**

Table 14.2 Percent of Youth With Disabilities Enrolled in Higher Education or Competitively Employed (14B)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed	Percent of youth With Disabilities Enrolled in Higher Education or Competitively Employed	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	71	51	71.8%	81.0%	60.5%	73.0%	Met
CSPD Region II - MNCESR	135	95	70.4%	77.4%	62.2%	73.0%	Met
CSPD Region III - MRESA3	127	96	77.4%	83.9%	69.3%	73.0%	Met
CSPD Region IV - RESA4U	137	106	77.4%	83.6%	69.7%	73.0%	Met
CSPD Region V - WM-CSPD	199	140	70.4%	76.3%	63.7%	73.0%	Met
State of Montana	**666**	**488**	**73.3%**	**76.5%**	**69.8%**	**73.0%**	**Met**

Table 14.3 Percent of Youth with Disabilities in Some Type of Education or Employment (14C)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status

CSPD Region I - PESA	71	60	84.5%	91.1%	74.3%	86.5%	Met
CSPD Region II - MNCESR	135	113	83.7%	89.0%	76.6%	86.5%	Met
CSPD Region III - MRESA3	124	113	91.1%	95.0%	84.8%	86.5%	Met
CSPD Region IV - RESA4U	137	124	90.5%	94.4%	84.4%	86.5%	Met
CSPD Region V - WM-CSPD	199	169	84.9%	89.2%	79.3%	86.5%	Met
State of Montana	**666**	**579**	**86.9%**	**89.3%**	**84.2%**	**86.5%**	**Met**

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2011-2012 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2011-2012 was analyzed and reported in the Annual Performance Report.

Table 15.1 Montana Performance Target Status for FFY 2011 (7/1/11 to 6/30/12)

School Year	Number of Findings of noncompliance identified in FFY 2010 (7/1/11 to 6/30/12)	Number of Findings of noncompliance for which correction was verified no later than one year from identification	Percent of Findings of noncompliance corrected within one year timeline	SPP Performance Target	State Performance Status
2011-2012	86	85	98.8%	100.0%	**Target Not Met**

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The Montana Office of Public Instruction had one hearing request that went to a resolution session for FFY 2012. That resolution meeting did not result in a written settlement agreement prior to the end of the fiscal year. A written settlement agreement was subsequently reached. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2012

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	1
(a)	Written settlement agreements	0
%=[(a)/(3.1)]*100	**Percent of hearing requests with settlement agreements**	**0.0%**

Indicator 19 – Percent of mediations held that resulted in mediation agreements.

For FFY 2012, the OPI had a total of two mediation requests. Both were related to due process and both of those resulted in a written agreement. No mediation requests were pending at the end of FFY 2012. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2012

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	2
(a)(i)	Mediation, related to Due Process, with agreements	2
(b)(i)	Mediation, not related to Due Process, with agreements	0
%=[(a)(i)+(b)(i)]/(2.1)	**Percent of mediations held resulting in agreements**	**100.0%**

Appendix

A. Special Education Acronym Dictionary

Appendix A: Special Education Acronym Dictionary

ADC	Annual Data Collection
AIM	Achievement In Montana Statewide Student Database
AMO	Annual Measurable Objectives
APR	Annual Performance Report
ARM	Administrative Rule of Montana
AYP	Adequate Yearly Progress
CCD	Common Core of Data
CRT	Criterion-Referenced Test
CSPD	Comprehensive System of Personnel Development
CST	Child Study Team
EAP	Early Assistance Program
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
GED	General Education Development Test
GSEG	General Supervision Enhancement Grant
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IHE	Institutions of Higher Education
IHO	Independent Hearing Officer
LEA	Local Education Agency
LRE	Least Restrictive Environment
MAIDPG	Montana American Indian Dropout Prevention Grant
MBI	Montana Behavioral Initiative
MCA	Montana Code Annotated
MPRRC	Mountain Plains Regional Resource Center
NCCRES	National Center for Culturally Responsive Educational Systems

NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NCSEAM	National Center Special Education Accountability Monitoring
NECTAC	National Early Childhood Technical Assistance Center
NGA	National Governors' Association
OPI	Office of Public Instruction
OSEP	Office of Special Education Programs
PLUK	Parents, Let's Unite for Kids
PTI	Parent Training Information
RFP	Request for Proposals
RTI	Response to Intervention
SERIMS	Special Education Records and Information Management System
SIS	Student Information System
SPP	State Performance Plan
SWD	Students with Disabilities
TA	Technical Assistance
USC	United States Code