Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

The February 1, 2011, Annual Performance Report under Part B of IDEA serves as Montana's accountability report on its performance relative to state performance targets identified in its State Performance Plan (SPP) submitted to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on December 2, 2005. The Annual Performance Report contains actual target data from the FFY 2009 reporting period (July 1, 2009-June 30, 2010) and other responsive APR information for indicators 1-5 and 7-20.

A copy of the State Performance Plan is available on the Office of Public Instruction's (OPI) Web site at www.opi.mt.gov/speced/. The State Performance Plan was revised in January 2011 to include baseline data for indicators 13 and 14, extended performance targets and improvement activities for all indicators, and other revisions, as indicated, under selected performance indicators in the Annual Performance Report. Revisions to the State Performance Plan appear in bold print and are identified as being revised.

In the development of the Annual Performance Report and the updated State Performance Plan, the OPI staff collected data from the multiple data collections currently implemented by the OPI, worked collaboratively with the Director of the Part C program to collect data for children who are referred by Part C to Part B for determination of eligibility for services under IDEA Part B, and conducted an analysis of the data through review of performance at both the state and LEA levels. Following this review, and to ensure broad stakeholder involvement, the data, its analysis, and improvement activities were shared and discussed with the state Special Education Advisory Panel on January 13-14, 2011. The Panel carefully reviewed and discussed the performance data for each of the indicators, old and new, including any progress or slippage. Proposed revisions and the rationale for the proposed revisions to the State Performance Plan were discussed with the Panel. The Advisory Panel passed a motion that they approved the proposed revisions to the State Performance Plan and of the improvement activities. Panel recommendations were incorporated in the State Performance Plan and Annual Performance Report.

Data Collection and Reporting

The Office of Public Instruction has revised portions of its electronic data collection and reporting system to ensure the collection of valid and reliable district-level data. Technical assistance guides, video streaming, and 'on time' technical assistance are made available to LEAs to ensure school personnel have the necessary information to submit valid and reliable data. Data verification procedures, at the state level, continue to be implemented to ensure the collection and reporting of valid and reliable data. In addition, the OPI completed the implementation of its student-based reporting system that will be the single reporting system for all student-level data.

Statistical Methods Used

To ensure statistically sound data when assessing the state's progress in meeting its established performance target, a minimum number (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Montana is considered a frontier state with an exceptionally low-density population and a large number of rural schools. Fifty-six percent of our schools have fewer than 100 students enrolled. Eighty-four percent of Montana's districts are eligible under the Small, Rural School Achievement Program (SRSA). Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet its target, based on measurement/sampling error.

Dissemination of the State Performance Plan and Annual Performance Report to the Public

The February 1, 2011, Annual Performance Report and revised State Performance Plan will be made available to the public via the OPI Web site at www.opi.mt.gov/speced by no later than March 1, 2011.

An electronic announcement of the report with links to the State Performance Plan and Annual Performance Report will be sent to the authorized representatives of the LEAs, directors of special education, to the parent training and information center PLUK, to Disability Rights Montana (DRM) and to state and regional CSPD Council members. Hard copies of both documents are given to members of the state Special Education Advisory Panel.

Annual Report to the Public Regarding the Measurable and Rigorous Targets

In accordance with 20 U.S.C. 1416(b)(C)(ii), the OPI will report annually to the public on the performance of each local educational agency (LEA) on the targets in the State Performance Plan. The report on performance of LEAs will be made available to the public on the OPI Web site at http://data.opi.mt.gov/SPEDReporting/ no later than June 1, 2011. The OPI will not report any information on performance to the public that would result in the disclosure of personally identifiable information about individual children or data that is insufficient to yield statistically reliable information.

The LEA performance results are incorporated as a part of the IDEA Consolidated E-Grants system. The electronic LEA application for IDEA funds contains a number of objectives related to each of the state performance indicators. If an LEA has failed to meet a performance target, the LEA is required to identify an improvement activity(ies) it will conduct that will result in improved performance.

Questions regarding this report should be directed to the OPI, Division of Special Education, at 406-444-5661.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Graduation Rate = $g_t/(c_t + g_t + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^{9}_{(t-3)})$

Where:

g= # graduates receiving a standard high school diploma in the standard # of years
c= completers of high school by other means (includes # graduates receiving a standard high school diploma in more than the standard # of years and starting with the 2004-05 AYP determinations, district-approved GEDs)
t= year of graduation
d= dropouts
12, 11, 10, 9 = class level

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, students with disabilities will meet an 80% graduation rate, within a 95% confidence interval.**

Actual Target Data for FFY 2009

Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate. This estimated cohort method utilizes both dropout and graduate data and uses data from four consecutive years. Graduation rate, defined as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years" (i.e., "on-time") is the required additional indicator for public high schools in Montana's AYP determinations.

Target data for FFY 2009 for special education graduation rates are provided in Table 1.1 below. The data used is for the 2008-2009 school year.

Table 1.1 Montana Graduation Rates for School Year 2008-2009

School Year	Graduate Count for Special Education[1]	Total Special Education School Leaver Cohort[2]	Graduation Rates for Special Education
	(a)	(b)	% = a/b * 100
2008-2009	813	1,086	74.9%

[1]Special Education Graduates are the count of individuals who: 1) completed the high school graduation requirements of a school district, including early graduates, during the previous school year, or 2) completed the high school graduation requirements of a school district at the end of summer prior to the current school year.

[2] Special Education School Leaver Cohort Total = the number of students with disabilities graduating in the 2008-2009 school year plus the number of dropouts and other completers of high school. Other high school completers include graduates receiving a standard high school diploma in more than the standard number of years and students receiving district-approved GEDs.

For FFY 2009, the data indicate that the school leaver cohort was 1,086 students with disabilities. Of this cohort, 813 students with disabilities graduated high school with a regular diploma. The result is a graduation rate of **74.9** percent for students with disabilities. This result represented a slight decrease from the 76.8 percent graduation rate for students with disabilities for FFY 2008. Because the graduation rate calculation was revised in FFY 2008, an in-depth trend analysis is not possible at this time.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data in Table 1.2 below demonstrates Montana's progress in meeting its performance target for FFY 2009.

Table 1.2 Montana Performance Target Status for FFY 2009

School Year	Graduation Rate for Special Education	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2008	State Performance Status
2008-2009	74.9%	77.3%	77.2%	80.0%	Did Not Meet Target

The FFY 2009 target for this indicator is **80 percent**, given a minimum N of 10 and within a 95 percent confidence interval. In comparing the established performance target to the range of values in the confidence interval, the performance target is greater than the upper limit of the confidence band. We can conclude that the FFY 2009 graduation rate for students with disabilities of **74.9 percent** is significantly lower than the performance target. Therefore, Montana **has not met its performance target** of 80 percent, within a 95 percent confidence interval.

LEA Review

Montana conducted a review of 162 LEAs that serve high school students to determine whether the LEA graduation rate met the state's established performance target for FFY 2009. Table 1.3 below presents the results of this review.

Table 1.3 Montana LEA Performance Review Results for FFY 2009

School Year	Number of LEAs With Exiting Data (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
2008-2009	134	24	17.9%	19	79.2%	5	20.8%

As Table 1.3 above indicates, 134 of the 162 LEAs serving students with disabilities, ages 14-21, reported students with disabilities leaving school over a four-year period. Of the 134 reporting LEAs, **17.9** percent have a school leaver count that met the minimum N of 10 necessary to yield statistically reliable information.

For the 2008-2009 school year, **79.2** percent of the LEAs, with a minimum N of 10, MET the state's performance target, while **20.8** percent did not. The graduation rates for the five LEAs that did not meet the state's performance target range from a low of 38.5 percent to a high of 70.6 percent.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2009

Montana did not meet its performance target for this indicator. As was discussed above, Montana adopted the ESEA graduation rate calculation and targets for this indicator as required by the Office of Special Education Programs (OSEP) in FFY 2008. Because of these changes, the data reported here can only be compared for the last two years. This comparison shows a slight decrease in the graduation rate for students with disabilities for FFY 2009. The OPI continues to implement initiatives to increase the graduation rates for all students, including students with disabilities. These efforts continue to hold great promise and were being targeted toward those LEAs with the lowest graduation rates.

The OPI closely examines graduation rate data for all LEAs and continues to provide technical assistance to LEAs to improve graduation rates for students with disabilities. In the analysis above it was noted that five LEAs were identified which did not meet the graduation rate target. One of these LEAs has been identified as a turn-around school under the ESEA and the OPI was working closely with that Lea on improvement efforts involving all divisions within the office.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance on each SPP performance indicator. In this system, any LEA that does not meet the statewide target for a particular indicator must indicate as a part of the annual application what activities will be undertaken to address that indicator. For example, the five (5) LEAs that did not meet the target for graduation rates will have indicated in the annual application what activities they will use to increase the graduation rate for students with disabilities.

Improvement Activities Complete

1. **Conduct data analysis comparing data collected through current collections and the statewide data system (SERIMS) to ensure validity and reliability of SERIMS data.**

The Office of Public Instruction (OPI) completed the fourth year of implementation of the statewide student information system, Achievement in Montana (AIM). This system is the general education record system that collects census, demographic and assessment data for all students. The Special Education Module is a tool within the AIM system that was developed by the Special Education Division staff in collaboration with the software vendor. This module contains all special education forms and serves as the data collection tool for special education. During 2009-2010, Special Education Division staff provided training to Montana educators on the use of the Special Education Module. Beginning in March 2010 the LEAs were required to use the Special Education Module for

all documentation during the 2009-2010 school year. This step will allow the OPI to conduct comparison studies between the data in the AIM system and the web-based data collections.

Currently, special education data (Child Count, Exiting, etc.) are collected through several web-based applications that the OPI has used for a number of years. These collections all include edit checks and other built-in validation measures. These collections have served the OPI well in ensuring that valid and reliable data are collected. With the roll-out of the AIM Special Education Module, the Data and Accountability Unit of the Special Education Division began conducting comparison studies to identify any potential validity problems so that solutions can be identified and implemented prior to the AIM system being used for all data collection.

2. Through the Montana Behavioral Initiative (MBI), provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support.

The OPI continues its long-term support of the Montana Behavioral Initiative (MBI) project. This project is Montana's Positive Behavior Intervention and Supports (PBIS) initiative which has been in place for more than 15 years. The MBI project provided training for LEA staff through two projects. First, the MBI Summer Institute is held each June. In June 2009 the Summer Institute attracted over 800 attendees from across Montana. These attendees received a week-long series of workshops in topics such as PBIS, RTI, changing school climate, and improving instructional techniques.

The second prong of MBI is at the LEA level. Approximately 90 of Montana's LEAs have enlisted to be "MBI Schools." These schools are provided with intensive team training and support in implementing PBIS initiatives with their schools. Each LEA is provided with an MBI Consultant to facilitate the implementation process with the schools and to assist in gathering data.

3. Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning.

Another component of the MBI is the MBI Youth Days. Youth Day activities brought together students from across Montana is a series of regional meetings. The Youth Day activities focused on character education and service learning and resulted in the teams of students creating action plans for their schools regarding the implementation of the MBI process. These workshops addressed leadership skills, asset building and bullying prevention through student-directed activities.

4. Provide professional development opportunities to enhance LEA's knowledge and implementation of effective strategies to improve graduation rates.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator.

In addition to the work of the CSPD regions, the Special Education Division staff implemented a number of training initiatives aimed at improving student outcomes. Examples of these initiatives included the Montana Autism Education Project (MAEP), the Response to Intervention (RTI) project, and the School Mental Health (SMH) project. Through the MAEP, OPI staff provides consultation regarding specific children and broader training opportunities to improve the LEA's ability to respond to the challenging behaviors and other instructional needs of children with autism and other low-incidence disabilities. The School Mental Health project brings together mental health providers, LEA staff, and individuals from the schools of education and mental health training programs in higher education to work on developing an increased awareness of the mental health issues of school-age children and increasing the level of services available to children in the school setting.

5. Continue to provide professional development, technical assistance and support to LEAs in the development of transition services as a part of students' IEPs.

The OPI continued to provide intensive professional development opportunities for LEAs throughout the state during the 2009-2010 school year. The Special Education Division staff travelled to LEAs throughout the state providing on-site training and technical assistance to LEA staff regarding the transition requirements of IDEA and effective methods to meet each of the requirements. In addition to these on-site activities, the OPI staff developed and made available a number of web-based training materials. In addition to these activities, any LEA which was found to have instances of noncompliance related to transition services was required to participate in LEA-level professional development designed to address the specific issues identified through the compliance monitoring process in addition to the required corrections.

These materials are available at: www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_12.

In addition, the OPI co-sponsored, with the Governor's Office, the second annual statewide Youth Transition Conference which brought together professionals from all the various agencies and service providers involved with youth.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009.
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

The calculation method used in this report is an event rate (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 and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout Rate calculation:

Dropout Rates are 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.

$$\frac{\textit{Number of special education dropouts, grades 7-12}}{\textit{Number of students with disabilities enrolled in school as of October 1, grades 7-12}}$$

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, decrease the dropout rate of students with disabilities to 5.0 % within a 95% confidence interval.**

Actual Target Data for FFY 2009

The data source and measurement for this indicator is aligned with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is from the 2008-2009 school year. Target data for FFY 2009 for special education dropout rates are provided in Table 2.1 below.

Table 2.1 Montana Dropout Rates for School Year 2008-2009

School Year	Special Education Dropout Count, Grades 7-12[1] (a)	Special Education Student Count, Grades 7-12[2] (b)	Special Education Dropout Rate % = a/b*100
2008-2009	252	7,287	**3.4%**

[1] Special education dropouts are reported for grades 7-12 each October.
[2] Special education student count is the count of students with disabilities, grades 7-12, reported during the October enrollment count.

For the 2008-2009 school year, 7,287 students with disabilities, in grades 7-12, were reported as enrolled in the school as of the first of October. Of these students, 252 were reported as dropping out of school. The result is a dropout rate of **3.4 percent** for FFY 2009.

Because of the change in the data source for this indicator for the FFY 2008 APR, only two years of data are available for comparison. These data show a decrease in the dropout rate for students with disabilities in Montana from 4.5 percent in FFY 2008 to 3.4 percent in FFY 2009. There are not sufficient data at this time to determine any trends in the data.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2009 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.0 percent for FFY 2009, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval is applied to reduce the effect of variability due to small sample sizes.

Table 2.2 Montana Performance Target Status for FFY 2009

School Year	Special Education Dropout Rate	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2008	State Performance Status
2008-2009	3.4%	3.9%	3.1%	5.0%	Met Target

Target data for FFY 2009 indicate the dropout rate for students with disabilities is **3.4 percent** and the established performance target for FFY 2009 is 5.0 percent. In comparing the established performance target to the obtained dropout rate, we see that the dropout rate is lower than the established target. Therefore, given a sample size of a minimum N of 10, Montana has **met** its performance target within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of 444 LEAs in Montana to determine whether the LEA dropout rates met the state's established performance target for FFY 2009. The results of this review are presented in Table 2.3 below.

Table 2.3 Results of Review of Montana LEA Performance for FFY 2009

School Year	Number of LEAs With Students with Disabilities, Grades 7-12 (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
2008-2009	320	149	46.6%	142	95.3%	7	4.7%

In FFY 2009, there were **320** LEAs reporting students with disabilities in grades 7-12 for the 2008-2009 school year. Of these LEAs, **149** had a minimum N size of 10 in order to calculate a dropout rate. The result is 142 LEAs (**95.3 percent)** met the state's performance target while 7 LEAs (**4.7 percent)** did not meet the state's performance target.

The following table (Table 2.4) presents the data on the LEAs that did not meet the state's performance target on special education dropout rates for FFY 2009.

Table 2.4 Montana LEAs Not Meeting the State Performance Target for FFY 2009

LEA	Size and Type of LEA	Count of Enrolled Students with Disabilities	Dropout Count for Special Education	Dropout Rate for Special Education
District 1	High School more than 1,250 students	501	38	7.6%
District 2	High School 401 to 1,250 students	98	10	10.2%
District 3	High School more than 1,250 students	313	33	10.5%
District 4	High School 401 to 1,250 students	56	9	16.1%
District 5	High School 76 to 200 students	35	6	17.1%
District 6	High School 76 to 200 students	10	2	20.0%
District 7	High School more than 1,250 students	83	19	22.8%

The data indicate a wide range of LEAs that did not meet the state's performance target for dropout rates. The size of the LEAs range from a school with more than 1,250 students to one with as little as 76 students. There is a wide range in the geographic location of the LEAs as well.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its performance target for the 2009-2010 reporting period. Montana has continued to meet its target for this indicator and the data show that Montana made progress on this indicator for the 2009-2010 reporting period. The dropout rate for students with disabilities decreased from 4.5 percent as reported in the FFY 2008 APR to 3.4 percent for FFY 2009. This decrease is felt to be related to the ongoing initiatives the OPI has implemented to increase graduation rates and decrease dropout rates for all students in Montana.

An LEA-level review of the dropout rate data indicated that there were seven (7) LEAs that did not meet the performance target for this indicator. This is down from the 12 LEAs that were identified in the analysis used for the FFY 2008 APR submitted in February 2010. An increased awareness of the issues surrounding dropout rates in general and specifically for subpopulations such as students with disabilities has greatly improved the efforts made at the LEA level to improve student retention and completion rates.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance on each SPP performance indicator. In this system, any LEA that does not meet the statewide target for a particular indicator must indicate as a part of the annual application what activities will be undertaken to address that indicator. For example, the seven (7) LEAs that did not meet the target for dropout rates will have indicated in the annual application what activities they intend to use to decrease the dropout rate for students with disabilities.

1. **Fully implement a student information system and special education records and information management system (SERIMS) to ensure collection of valid and reliable data.**

The OPI completed the fourth year of implementation of the Achievement in Montana (AIM) student database system. This system is the general education record system that collects census, demographic and assessment data for all students enrolled in public schools. The Special Education Module is a tool within the broader AIM system that is used to develop and store students' special education records. The Special Education Division provided training in the use of the special education module throughout the 2009-2010 school year and began requiring the use of the electronic records system for special education documentation in March 2010. Additional user training will be provided on an as-needed basis throughout the life of the system. The implementation of this

system has resulted in improved accuracy and validity of all educational data collected in Montana. The data available from this system will also improve the OPI's ability to target technical assistance to LEAs to improve student outcomes.

2. Through the Montana Behavioral Initiative (MBI), provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support.

The OPI continued its long-term support of the Montana Behavioral Initiative (MBI) project. This project is Montana's Positive Behavior Intervention and Supports (PBIS) initiative which had been in place for more than 15 years. The MBI project provided training for LEA staff through two projects. First, the MBI Summer Institute is held each June. In June 2009 the Summer Institute attracted over 800 attendees from across Montana. These attendees received a week-long series of workshops in topics such as PBIS, RTI, changing school climate, and improving instructional techniques.

The second prong of MBI is at the LEA level. Approximately 90 of Montana's LEAs have enlisted to be "MBI Schools." These schools are provided with intensive team training and support in implementing PBIS initiatives with their schools. Each LEA is provided with an MBI Consultant to facilitate the implementation process with the schools and to assist in gathering data.

3. Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning.

Another component of the MBI is the MBI Youth Days. Youth Day activities brought together students from across Montana is a series of regional meetings. The Youth Day activities focused on character education and service learning and resulted in the teams of students creating action plans for their schools regarding the implementation of the MBI process. These workshops addressed leadership skills, asset building and bullying prevention through student-directed activities.

4. Provide professional development opportunities to enhance LEAs' knowledge and implementation of effective strategies to decrease student dropout.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator.

In addition to the work of the CSPD regions, the Special Education Division staff implemented a number of training initiatives aimed at improving student outcomes. Examples of these initiatives included the Montana Autism Education Project (MAEP), the Response to Intervention (RTI) project, and the School Mental Health (SMH) project. Through the MAEP, OPI staff provides consultation regarding specific children and broader training opportunities to improve the LEA's ability to respond to the challenging behaviors and other instructional needs of children with autism and other low-incidence disabilities. The School Mental Health project brings together mental health providers, LEA staff, and individuals from the schools of education and mental health training programs in higher education to work on developing an increased awareness of the mental health issues of school-age children and increasing the level of services available to children in the school setting.

5. Work with the parent information/training center, PLUK, to have parents become more involved in their child's education.

The OPI provided funding to Parents, Let's Unite for Kids (PLUK) to support the continued provision of training to parents and others regarding the requirements of IDEA and effective strategies for parents to participate in their child's education.

6. Continue to support Indian Education for All activities.

The OPI Special Education Division staff collaborated with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian Culture and factors that lead to a higher dropout rate for American Indian students is felt to be a critical component in keeping students in schools. Data on American Indian students with disabilities who have dropped out of school is analyzed and shared with the Division of Indian Education and the Board of Public Education. Special Education staff analyzed data on American Indian students with disabilities for the Indian Education staff to facilitate in designing activities to decrease the dropout rates of American Indian students.

7. The OPI will provide technical assistance to LEAs on child find practices to ensure that students who are having instructional or behavioral difficulty are fully included in effective child find activities.

The OPI Special Education Division staff provided technical assistance to LEAs through teleconferences, on-site visits, and presentations at educational conferences throughout the year. In addition, the OPI began a major training initiative on Response to Intervention (RTI). This project was built on the results of an RTI training pilot project conducted with four schools and grew to include teams from forty-four (44) elementary schools and twelve (12) middle and high schools. The project included eight (8) days of training for school teams, training for consultants for each school, and providing regular visits from the consultants to each school.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the state's minimum "N" size that meets the state's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the state's minimum "N" size that meets the state's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the state's minimum "N" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. 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.

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target
2009	**A. Within a 95% confidence interval, 41% of districts will meet the state's AYP objectives for progress for the disability subgroup.** **B.1 Within a 95% confidence interval, 95% of SWD will participate in the state-level assessment for Reading.** **B.2 Within a 95% confidence interval, 95% of SWD will participate in the state-level assessment for Math.** **C.1 Within a 95% confidence interval, 33% of all students with disabilities tested will be proficient or above on the state-level assessment for Reading.** **C.2 Within a 95% confidence interval, 33% of all students with disabilities tested will be proficient or above on the state-level assessment for Math.**

Public Reporting Information: Public reports of AYP data, including assessment data, can be found on the OPI Web site using the following link: www.opi.mt.gov/Reports&Data/Index.html#gpm1_9. In addition, Indicator 3 assessment data for students with disabilities is included in the District Public Report located at http://data.opi.mt.gov/SPEDReporting/.

Actual Target Data for FFY 2009

Indicator 3A – AYP Objectives

Target and trend data on the percent of LEAs that have a disability subgroup that meets the minimum N of 30 and meet Montana's overall AYP objectives for progress for the disability subgroup is provided in Table 3A.1 below. The data source for this data is the AYP data used for accountability reporting under Title I of the ESEA. In order to meet the AYP target for the disability subgroup, the district must meet the ESEA benchmarks in BOTH reading and math. Therefore, the target is reported for overall (reading and math).

Table 3A.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall

	OVERALL			
School Year	**Number of LEAs with a disability subgroup meeting Montana's Minimum N size**	**Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs**	**Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs**	**Indicator 3A Performance Target**
2009-2010	56	10	17.8%	41.0%
2008-2009	68	6	8.8%	41.0%
2007-2008	70	31	44.3%	40.4%
2006-2007	56	28	50.0%	39.0%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

The data indicate that there are 56 LEAs that meet Montana's minimum N size of 30. Of those LEAs, only 10 meet the AYP objectives for progress for students with IEPs. This results in 17.8 percent of LEAs with a minimum N size of 30 meeting Montana's AYP objectives for progress for students with IEPs.

An analysis of trend data indicates an increase in both the number and percentage of LEAs meeting Montana's AYP objectives for the disability subgroup overall for the 2009-2010 school year. As can be seen from the trend data in Table 3A.1, the number of LEAs having a disability subgroup which meets the minimum N of 30 varies greatly from year to year. This is evidence of the effects of small group sizes on these data. The data do show an increase in the number of LEAs meeting the AYP objectives for both Reading and Math for the 2009-2010 school year.

Assessing State Progress in Meeting the FFY 2009 Performance Target for Indicator 3A

The data presented in Table 3A.2 below is used to assess Montana's status in meeting its FFY 2009 performance target for the percent of LEAs meeting the overall AYP objectives for progress for students with disabilities. The state set a target, based on a sample size of a minimum N of 30, of **41** percent of LEAs will meet AYP objectives for progress for students with disabilities, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 30 and a confidence interval is applied to reduce the effect of variability due to small sample sizes.

Table 3A.2 Montana Performance Target Status for FFY 2009 – Indicator 3A AYP Objectives

School Year	Percent of districts meeting AYP objectives	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target	State Performance Status
2009-2010	17.8%	29.8%	10.0%	41.0%	**Did Not Meet Target**

For FFY 2009, the percent of LEAs, who met the minimum N size of 30 for the disability subgroup, meeting overall AYP objectives for progress for students with disabilities, is **17.8 percent**. The established performance target is **41** percent. In comparing the performance target to the percent of districts meeting overall AYP objectives, we can conclude the obtained percent of LEAs meeting AYP objectives is statistically lower than the state's performance target. Therefore, Montana has **not met** its performance target within a 95 percent confidence interval.

Indicator 3B – Participation Rates

Actual Target Data for FFY 2009 (2009-2010 School Year)

Table 3B.1 below presents participation rates of students with disabilities on state-level assessments. The data is by content area and for each grade assessed for FFY 2009 (2009-2010 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for Grades 3 through 8 and Grade 10.

Table 3B.1 Participation Rates of Students with Disabilities in State Assessments for FFY 2009

Indicator 3B Measurement	READING								Total	
	Grade	3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1,342	1,350	1,278	1,266	1,268	1,214	1,164	8,882	
(b)	Regular assessment with no accommodations	440	420	365	334	362	355	432	2,708	30.4%
(c)	Regular assessment with accommodations	726	774	761	782	748	715	558	5,064	57.0%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment against alternate achievement standards	92	95	102	89	102	81	107	668	7.5%
(b+c+d+e+f)/a	Overall Participation in Reading	**1,258**	**1,289**	**1,228**	**1,205**	**1,212**	**1,151**	**1,097**	**8,440**	**95.0%**
Children included in (a) but not in the other counts above										
	Invalid Test Results	68	47	45	46	41	48	46	341	3.8%
	Children Not Tested-Other Reasons	16	14	5	15	15	15	21	101	1.1%

Indicator 3B Measurement	MATH								Total	
	Grade	3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1,342	1,350	1,278	1,266	1,268	1,214	1,164	8,882	
(b)	Regular assessment with no accommodations	446	417	349	338	353	353	424	2,680	30.2%
(c)	Regular assessment with accommodations	757	810	797	800	756	712	541	5,173	58.2%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment against alternate achievement standards	92	95	102	89	102	81	107	668	7.5%
(b+c+d+e+f)/a	Overall Participation in Math	**1,295**	**1,322**	**1,248**	**1,227**	**1,211**	**1,146**	**1,072**	**8,521**	**95.9%**
Children included in (a) but not in the other counts above										
	Invalid Test Results	31	14	25	24	41	53	71	259	2.9%
	Children Not Tested-Other Reasons	16	14	5	15	16	15	21	102	1.1%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

The target data for the Reading assessment indicates that **30.4** percent of students with disabilities participated in the regular assessment with no accommodations and **57.0** percent of the students with disabilities participated in the regular assessment with accommodations. In addition, **7.5** percent of students with disabilities participated in an alternate assessment against alternate achievement standards. Finally, the overall participation rate for students with disabilities for all grades assessed is **95.0** percent.

For Math, the target data indicate that **30.2** percent of students with disabilities participated in the regular assessment with no accommodations and **58.2** percent participated in the regular assessment with accommodations. In addition, **7.5** percent of students with disabilities participated in an alternate assessment against alternate achievement standards. Finally, the overall participation rate for students with disabilities for all grades assessed is **95.9** percent.

Table 3B.2 below presents trend data on the participation rates of students with disabilities in state assessments for Reading and Math.

Table 3B.2 Participation Rate Trend Data

School Year	Count of Enrolled Students with IEPs	Reading		Math	
		Number Participating	Participation Rate	Number Participating	Participation Rate
2009-2010	8882	8440	95.0%	8521	95.9%
2008-2009	9001	8550	95.0%	8584	95.4%

Trend data suggest a no change in the participation rates of students with disabilities between the 2008-2009 and 2009-2010 school years. There was a decrease in the number of enrolled students with IEPs between the two years.

Assessing State Progress in Meeting the FFY 2009 Performance Target for Indicator 3B

The data presented in Table 3B.3 below is used to assess Montana's status in meeting its FFY 2009 performance target for the percent of students with disabilities participating in state assessments. The state set a target of 95 percent of students with disabilities will participate in state assessments for both Reading and Math, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

Table 3B.3 Montana Performance Target Status for FFY 2009 – Indicator 3B Participation Rates

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities-participation count	Participation rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3B.1-Reading	8882	8440	95.0%	95.4%	94.6%	95.0%	Met Target
3B.2-Math	8882	8521	95.9%	96.3%	95.5%	95.0%	Met Target

For FFY 2009, the obtained participation rate of students with disabilities participating in state assessments for Reading (Indicator 3B.1) is **95.0** percent. In comparing the established performance target of 95 percent to the range of values in the confidence interval, the performance target falls between the upper and lower limit. We can conclude that there is no statistical difference between the obtained participation rate of students with disabilities and the established performance target.

Therefore, Montana has **met** its performance target for Reading, within a 95 percent confidence interval.

For FFY 2009, the obtained participation rate of students with disabilities participating in state assessments for Math (Indicator 3B.2) is **95.9** percent. In comparing the established performance target of 95 percent to the range of values in the confidence interval, the performance target falls between the upper and lower limit. We can conclude that there is no statistical difference between the obtained participation rate of students with disabilities and the established performance target. Therefore, Montana has **met** its performance target for Math, within a 95 percent confidence interval.

Indicator 3C – Proficiency Rates

Actual Target Data for FFY 2009 (2009-2010 School Year)

Table 3C.1 below presents proficiency rates for students with disabilities on state assessments by content area and for each grade assessed for FFY 2009 (2009-2010 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for Grades 3 through 8 and Grade 10.

Table 3C.1 Proficiency Rates of Students with Disabilities in State Assessments for FFY 2009

Indicator 3C Measurement	READING								Total	
	Grade	3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1,285	1,291	1,234	1,219	1,195	1,144	1,085	8,453	
(b)	Students tested Proficient or above in regular assessment with no accommodations	325	308	261	224	189	187	172	1,666	19.7%
(c)	Students tested Proficient or above in regular assessment with accommodations	319	309	330	313	252	242	156	1,921	22.7%
(d)	Students tested proficient or above in alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Students tested proficient or above in alternate assessment against modified achievement standards									
(f)	Students tested Proficient or above in alternate assessment against alternate achievement standards	76	65	83	68	87	65	87	531	6.3%
(b+c+d+e+f)/a	Overall Proficiency Rate in Reading	**720**	**682**	**674**	**605**	**528**	**494**	**415**	**4,118**	**48.7%**

Indicator 3C Measurement	MATH								Total	
	Grade	3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1,285	1,291	1,234	1,219	1,195	1,144	1,085	8,453	
(b)	Students tested Proficient or above in regular assessment with no accommodations	258	226	187	137	114	113	65	1,100	13.0%
(c)	Students tested Proficient or above in regular assessment with accommodations	205	192	188	159	107	97	46	994	11.8%
(d)	Students tested proficient or above in alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Students tested proficient or above in alternate assessment against modified achievement standards									
(f)	Students tested Proficient or above in alternate assessment against alternate achievement standards	50	57	72	55	76	56	83	449	5.3%
(b+c+d+e+f)/a	Overall Proficiency Rate in Math	**513**	**475**	**447**	**351**	**297**	**266**	**194**	**2,543**	**30.1%**

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

The target data for Reading indicate **19.7** percent of students with disabilities tested proficient or above in the regular assessment with no accommodations and **22.7** percent of the students with disabilities tested proficient or above in the regular assessment with accommodations. Further, in the alternate assessment against alternate achievement standards (CRT-Alt), **6.3** percent of students with disabilities tested proficient or above. Finally, the overall proficiency rate for students with disabilities on state Reading assessments in all grades assessed is **48.7** percent.

For the Math content area, the target data indicate **13.0** percent of students with disabilities tested proficient or above in the regular assessment with no accommodations and **11.8** percent tested proficient or above in the regular assessment with accommodations. Further, in the alternate assessment against alternate achievement standards (CRT-Alt), **5.3** percent of students with disabilities tested proficient or above. Finally, the overall proficiency rate for students with disabilities on state Math assessments in all grades assessed is **30.1** percent.

Table 3C.2 below presents trend data on the proficiency rates of students with disabilities in state assessments for Reading and Math.

Table 3C.2 Proficiency Rate Trend Data

School Year	Count of Enrolled Students with IEPs	Reading		Math	
		Number Scoring Proficient or Above	Proficiency Rate	Number Scoring Proficient or Above	Proficiency Rate
2009-2010	8,453	4,118	48.7%	2,543	30.1%
2008-2009	8,583	3,945	46.0%	2,390	27.8%

Trend data suggest an **increase** in the proficiency rates of students with disabilities between the 2008-2009 and 2009-2010 school years for both Reading and Math. There is a decrease in the number of enrolled students with IEPs between the two years.

Assessing State Progress in Meeting the FFY 2009 Performance Target for Indicator 3C

The data presented in Table 3C.3 below is used to assess Montana's status in meeting its FFY 2009 performance target for the percent of students with disabilities testing proficient or above in state assessments for Reading and Math. The state set a target of 33 percent of students with disabilities tested proficient or above in state assessments for both Reading and Math, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

Table 3C.3 Montana Performance Target Status for FFY 2009 – Indicator 3C Participation Rates

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities-proficient or above	Proficiency rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3C.1-Reading	8,453	4,118	48.7%	49.8%	47.7%	33.0%	**Met Target**
3C.2-Math	8,453	2,543	30.1%	31.1%	29.1%	33.0%	**Target Not Met**

For FFY 2009, the obtained proficiency rate of students with disabilities testing proficient or above on state assessments for Reading (Indicator 3C.1) is **48.7** percent. In comparing the established performance target of 33 percent to the range of values in the confidence interval, the performance target falls below the lower limit. Therefore, Montana has **met** its performance target for Reading, within a 95 percent confidence interval.

For FFY 2009, the obtained proficiency rate of students with disabilities testing proficient or above on state assessments for Math (Indicator 3C.2) is **31.1** percent. In comparing the established performance target of 33 percent to the range of values in the confidence interval, the performance target falls above the upper limit. We can conclude that there is a statistical difference between the obtained proficiency rate of students with disabilities and the established performance target. The data show that the obtained proficiency rate is significantly lower than the established target. Therefore, Montana has **not met** its performance target for Math, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review to determine whether the LEA participation and proficiency rates of students with disabilities in state assessments meet the state's established performance targets for Indicators 3B.1, 3B.2, 3C.1 and 3C.2 for FFY 2009. The results of the LEA review are presented in the tables below.

Indicator 3B – Participation Rates

Table 3B.4 below presents the LEA review of participation rate data for Indicators 3B.1-Reading and 3B.2-Math for FFY 2009.

Table 3B.4 Review of Montana LEA Indicator 3B Performance for FFY 2009

Participation in State Assessments Performance Indicators	Content Area	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAs with minimum N of 10 meeting State Performance Target (c)		LEAs with minimum N of 10 NOT meeting State Performance Target (d)	
			#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
3B.1	Reading	417	163	39.1%	132	81.0%	31	19.0%
3B.2	Math	417	163	39.1%	145	89.0%	18	11.0%

Data for Indicator 3B show there were 417 LEAs that had students with disabilities enrolled in the grades assessed for FFY 2009 (2009-2010 school year). Of those LEAs, **39.1** percent (or 163 LEAs) had participation counts that met the minimum N of 10 necessary to yield statistically reliable

information. The participation rates of students with disabilities are reported for both the Reading and Math content areas. For Reading, **81.0** percent of the LEAs with a minimum N of 10 met the state's established performance target of 95 percent, while **19.0** percent did not meet this performance target. For Math, **89.0** percent of the LEAs with a minimum N of 10 met the state's established performance target of 95 percent, while **11.0** percent did not meet this performance target. Table 3B.5 below presents the data on the LEAs not meeting the targets in Reading and/or Math.

Table 3B.5 Montana LEAs Not Meeting the FFY 2009 Performance Targets for Participation

LEA	Special Education Participation Rate in Reading	Special Education Participation Rate in Math
District 1	75.0%	76.9%
District 2	81.2%	
District 3	81.0%	
District 4	80.0%	
District 5		54.5%
District 6	58.3%	
District 7	81.8%	
District 8	81.2%	
District 9	84.0%	86.0%
District 10	55.6%	
District 11	81.8%	27.3%
District 12	91.3%	91.9%
District 13	58.0%	
District 14	81.8%	
District 15	80.6%	
District 16	60.0%	60.0%
District 17	76.2%	
District 18	77.1%	60.0%
District 19	79.2%	83.3%
District 20	50.0%	
District 21	71.4%	
District 22	61.5%	69.2%
District 23	81.8%	
District 24	84.2%	
District 25	56.5%	
District 26	60.0%	60.0%
District 27		87.1%
District 28		76.7%
District 29	84.7%	78.5%
District 30	78.7%	78.7%
District 31	82.4%	82.4%
District 32	66.0%	64.0%
District 33	48.0%	48.0%
District 34	73.3%	73.3%

For the LEAs not meeting the performance target for Reading, the participation rates range from a low of **48** percent for District 33 to a high of 91.3 percent for District 12. For the LEAs not meeting the performance target for Math, the participation rates range from a low of **27.3** percent for District 11 to a high of **91.9** percent for District 12. Of the LEAs not meeting participation rate performance targets, 15 LEAs did not meet the target in both Reading and Math and 19 LEAs did not meet the target in either Reading or Math.

Indicator 3C – Proficiency Rates

Table 3C.4 below presents the LEA review of proficiency rate data for Indicators 3C.1-Reading and 3C.2-Math for FFY 2009.

Table 3C.4 Montana LEAs Not Meeting the FFY 2009 Performance Target for Proficiency

Proficiency Rates in State Assessments Performance Indicators	Content Area	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAs with minimum N of 10 meeting State Performance Target (c)		LEAs with minimum N of 10 NOT meeting State Performance Target (d)	
			#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
3C.1	Reading	419	156	37.2%	154	98.7%	2	1.3%
3C.2	Math	419	156	37.2%	128	82.1%	28	17.9%

Data for Indicator 3C show there were 419 LEAs that have students with disabilities enrolled in the grades assessed for FFY 2009 (2009-2010 school year). Of those LEAs, **37.2** percent (or 156 LEAs) had student counts of proficient or above that met the minimum N of 10 necessary to yield statistically reliable information. The proficiency rates of students with disabilities are reported for both the Reading and Math content areas. For Reading, **98.7** percent of the LEAs with a minimum N of 10 met the state's established performance target of 33 percent, while **1.3** percent did not meet this performance target. For Math, **82.1** percent of the LEAs with a minimum N of 10 met the state's established performance target of 33 percent, while **17.9** percent did not meet this performance target. Table 3C.5 below presents the data on the LEAs not meeting the targets in Reading and/or Math.

Table 3C.5 Montana LEAs Not Meeting the FFY 2009 Performance Target for Proficiency

LEA	Special Education Proficiency Rate in Reading	Special Education Proficiency Rate in Math
District 1		19.4%
District 2		17.0%
District 3		19.6%
District 4		0.0%
District 5		13.0%
District 6		11.5%
District 7		11.1%
District 8	22.4%	13.2%
District 9		16.7%
District 10	`	4.0%
District 11		10.5%
District 12		10.6%
District 13		20.5%
District 14		12.2%
District 15		9.1%
District 16		10.6%
District 17		20.9%
District 18		14.2%
District 19		9.15
District 20		21.6%
District 21	18.0%	18.0%
District 22		21.1%
District 23		24.5%
District 24		14.6%
District 25		8.0%
District 26		0.0%
District 27		14.3%
District 28		8.7%

For the LEAs not meeting the performance target for Reading, the proficiency rates range from a low of **18** percent for District 21 to a high of **22.4** percent for District 8. For the LEAs not meeting the performance target for Math, the proficiency rates range from a low of **0** percent for Districts 4 and 26 to a high of **24.5** percent for District 23. Of the LEAs not meeting proficiency rate performance

targets, 2 LEAs did not meet the target in both Reading and Math and 26 LEAs did not meet the target in Math.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its performance target for indicator 3B (participation rates) and for proficiency rates in reading under indicator 3C. Montana did not meet its performance target for Indicator 3A (AYP Objectives) or for proficiency rates in mathematics under indicator 3C.

Indicator 3A-AYP Objectives: Montana noted an increase in the percentage of LEAs meeting Montana's AYP objectives for progress for students with disabilities. These data represent a real change in the number of LEAs meeting the progress targets for AYP. The number of LEAs with a disability subgroup that met the minimum N size decreased for FFY 2009. A trend analysis shows large fluctuations in the number of districts meeting the minimum N size from year to year. This factor shows the influence of the large number of small LEAs in Montana and must be considered when analyzing these performance data. Montana's data for FFY 2009 suggest that this factor was not the reason for the increase in the percentage of LEAs meeting the AYP objectives for both Reading and Math. The data show not only a decrease in the number of LEAs meeting the minimum N size, but also a corresponding increase in the number of LEAs meeting the AYP objectives. This suggests that the increase demonstrates improvement in the performance of Montana students with disabilities on the statewide assessments.

Indicator 3B-Participation Rates: Montana again met its target for the participation of students with disabilities in the statewide assessments.

Indicator 3C-Proficiency Rates: Analysis of trend data for this indicator showed that the proficiency rates of students with disabilities in Montana increased in both Reading and Math. Therefore, Montana students continued to demonstrate improvement in learning in both subject areas. Despite these increases, Montana student proficiency rates in Math did not meet the state's target rate and this continued to be an area of concern. The OPI continued to provide technical assistance to LEAs through the CSPD system aimed at increasing the learning rates of students with disabilities.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance relative to each SPP performance indicator. In this system, any LEA that does not meet the statewide target for this indicator must include as a part of the annual application the activities that will be undertaken to address the particular issue. For example, any LEA that did not meet the target for AYP Objectives or proficiency rates will indicate in the annual application what activities they intend to use to improve participation and proficiency rates for students with disabilities.

Improvement Activities Completed

1. **Provide professional development opportunities to LEAs on research-based strategies to improve student achievement.**

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator.

2. **Continue to implement MBI to promote a positive environment which supports student learning.**

The OPI continued its long-term support of the Montana Behavioral Initiative (MBI) project. This project is Montana's Positive Behavior Intervention and Supports (PBIS) initiative which had been in place for more than 15 years. The MBI project provided training for LEA staff through two projects. First, the MBI Summer Institute held in June 2009 attracted over 800 attendees from across Montana. These attendees received a week-long series of workshops in topics such as PBIS, RTI, changing school climate, and improving instructional techniques.

The second prong of MBI is at the LEA level. Approximately 90 of Montana's LEAs have enlisted to be "MBI Schools." These schools are provided with intensive team training and support in implementing PBIS initiatives with their schools. Each LEA is provided with an MBI Consultant to facilitate the implementation process with the schools and to assist in gathering data.

Another component is the MBI Youth Days. Youth Day activities brought together students from across Montana is a series of regional meetings. The Youth Day activities focused on character education and service learning and resulted in the teams of students creating action plans for their schools regarding the implementation of the MBI process. These workshops addressed leadership skills, asset building and bullying prevention through student-directed activities.

3. Continue pilot studies to establish an alternate assessment to be known as the "CRT-Modified."

Montana continued to work with the test vendor, Measured Progress, to develop and validate modified academic achievement assessments based on modified achievement standards. Pilot testing of items was conducted during the 2009-2010 spring testing window. Results of this pilot testing will be used to establish item validity and reliability in finalizing the development of the assessment.

4. Continue to collaborate with the OPI Indian Education Division and other agencies on projects and activities which focus on improving American Indian student achievement.

The OPI Special Education Division staff continued to collaborate with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian culture and factors that lead to reduced outcomes for American Indian students are felt to be a critical component in improving the achievement of American Indian students.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

Revised Activity: Activity #3: <u>Continue pilot studies to establish an alternate assessment to be known as the "CRT-Modified."</u> Will be replaced with the activity: <u>Provide training in practices to improve instruction through the Response To Intervention (RTI) project.</u> The development of the CRT-modified assessment has progressed through the pilot testing of items during the 2009-2010 school year. This activity will continue, but was not felt to be having a direct impact on improving outcomes for students with disabilities on the statewide assessments. The RTI project has grown tremendously and was having a direct impact on the instructional strategies being used in classrooms throughout Montana.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (1) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the state)] times 100.

B. Percent = [(# of districts that have: (1) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the state)] times 100.

Include state's definition of "significant discrepancy."

State Definition of Significant Discrepancy

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.

FFY	Measurable and Rigorous Target
2009	**A. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0%, within a 99% confidence interval.** **B. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities, by race and ethnicity at 0%, within a 99% confidence interval.**

Actual Target Data for FFY 2009

Indicator 4A

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if a significant discrepancy is occurring within an LEA. To do this, the rates of long-term suspensions and expulsions of students with disabilities are compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the methodology for identifying significant discrepancy, 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.

As noted in OSEP's Part B Indicator Measurement Table, data used in the state's examination is from the 2008-2009 school year, resulting in a one-year data lag for this indicator. Table 4.1 below presents the target data for FFY 2009.

Table 4.1 Montana LEAs Identified with Significant Discrepancy for FFY 2009

School Year	Total Number of LEAs (a)	Number of LEAs Identified With a Significant Discrepancy (b)	Percent of LEAs Identified With a Significant Discrepancy % = (b/a)*100
2008-2009	419	0	0%

Statewide long-term suspension and expulsion rates for both students with disabilities and nondisabled students are presented in Table 4.2 below. The source for the data reported here is the Part B 618 data reported in Section A, Column 3B, of *Table 5 Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days*.

Table 4.2 Montana Long-Term Suspension and Expulsion Rates for FFY 2009

School Year	Number of Special Education Students with Long-Term Suspension or Expulsion[1]	Special Education Child Count[2]	Special Education Long-Term Suspension or Expulsion Rates	Number of Regular Education Students with Long-Term Suspension or Expulsion[3]	General Education Enrollment[4]	Regular Education Long-Term Suspension and Expulsion Rates
2008-2009	79	15,691	**0.5%**	357	125,800	**0.3%**

[1]Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions(10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.
[2]Special education counts are students with disabilities who qualify for services under IDEA, ages 6-21, reported on the December 1 child count.
[3]Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year, or suspended or expelled once for greater than 10 days during the school year.
[4]Students enrolled as of October 1of the count year in grades K-12. This count includes students with disabilities who qualify under IDEA and cannot be disaggregated.

Analysis of Target Data for FFY 2008

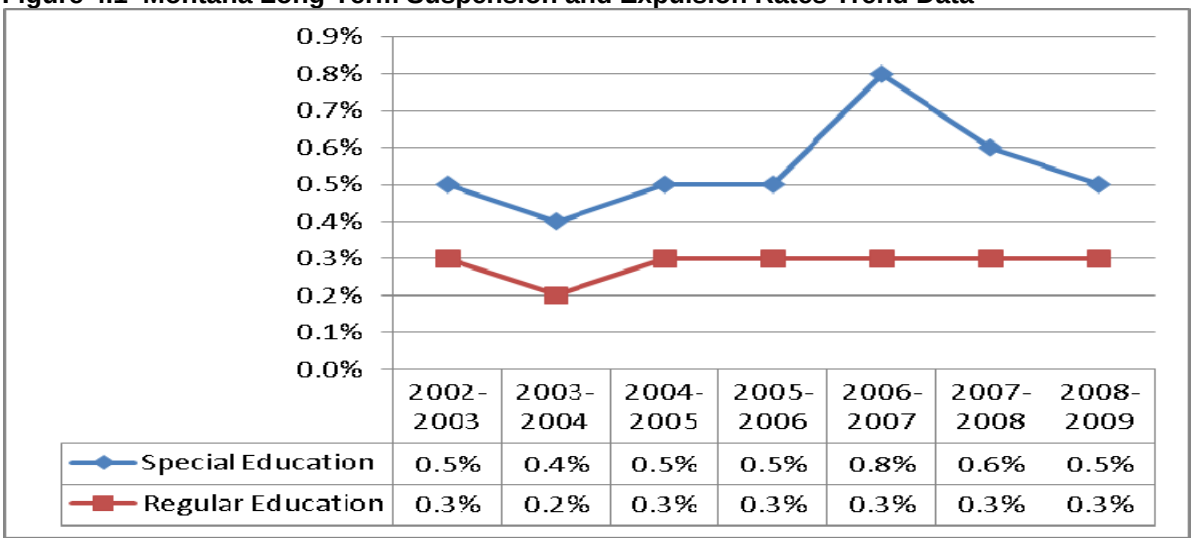
For FFY 2009, there were 419 LEAs in the state. **Only one LEA met the minimum N of 10 students with disabilities with multiple short-term suspensions or expulsions.** A test of difference between proportions indicated no statistical difference between the rates of long-term suspensions and expulsions of students with disabilities and the rates for nondisabled students in the

LEA. Therefore, no LEAs were identified as having a significant discrepancy in the rate of long-term suspension and expulsions for students with disabilities.

State long-term suspension and expulsion data for the 2008-2009 school year indicate that the rate of long-term suspension and expulsions for students with disabilities is **0.5** percent, while the rate for non-disabled students is **0.3** percent (see Table 4.2 above).

Trend data for long-term suspension and expulsion rates are presented in Figure 4.1 below. The trend data is used to compare the long-term suspension and expulsion rates for students with disabilities to the rates of nondisabled students over time.

Figure 4.1 Montana Long-Term Suspension and Expulsion Rates Trend Data



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Special Education	0.5%	0.4%	0.5%	0.5%	0.8%	0.6%	0.5%
Regular Education	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%

Analysis of Trend Data for FFY 2009

The trend data for FFY 2009 indicate that there is a .2 percent gap between the long-term suspension and expulsion rates of students with disabilities compared to the rates of non-disabled students. This signifies a **reduction** in the gap from the previous year. Analysis of trend data also indicates the long-term suspension and expulsion rates for students with disabilities are consistently higher than the rates for non-disabled students (see Figure 4.1 above). Caution must be used in interpreting the trend lines. In a state such as Montana, with a relatively small population of students with disabilities, there is a high probability of significant variations in the data from year to year, resulting in more pronounced ups and downs in the trend line for special education.

Assessing State Progress in Meeting the FFY 2009 Performance Target for Indicator 4A

The data in Table 4.3 below is used to assess the state's progress in meeting its performance target for FFY 2009. The OPI set a target, based on a minimum N of 10, of maintaining **0 percent** of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a **99 percent** confidence interval.

Table 4.3 Montana Performance Target Status for FFY 2009

School Year	Total Number of LEAS (a)	Number of LEAs Identified with Significant Discrepancy (b)	Percent of LEAs Identified with Significant Discrepancy %=(b/a)*100	SPP Performance Target	State Performance Status
2008-2009	419	0	0%	0.0%	**Met Target**

For FFY 2009, **0** percent of the LEAs were identified as having a significant discrepancy in the long-term rates of suspensions and expulsions of students with disabilities when compared to the long-term rates of suspension and expulsions of nondisabled students. Given a sample size of a minimum N of 10, the state has **met** its performance target of 0 percent, within a 99 percent confidence interval.

Indicator 4B

The FFY 2009 was the baseline year for this indicator. The State Performance Plan was revised to include baseline data, targets and improvement activities for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its performance target for this indicator. The data for this indicator showed that the long-term suspension/expulsion rate for students with disabilities continued to be higher than the rate for regular education students. Both rates continued to remain below one (1) percent of the student population that was subject to long-term suspension or expulsion. An analysis of LEA-level data indicated that no LEAs demonstrated a significant discrepancy in the long-term rates of suspension and expulsion of students with disabilities. The OPI continued to provide technical assistance to the LEAs in Montana regarding effective strategies to reduce the incidence of long-term suspension or expulsion for all students. The Montana Behavioral Initiative (MBI) project provided training to LEA staff, parents, and other community members on positive behavioral approaches to improving student behavior and alternatives to suspension or expulsion. Additionally, OPI staff provided training regarding effective behavior management techniques, crisis intervention techniques, and strategies for working with students with low-incidence disabilities.

During the 2008-2009 school year, three incidences of noncompliance with requirements related to this indicator were identified in one LEA. Each of these incidences of noncompliance involved the disciplinary action taken against one student. The three findings of noncompliance were issued to the district following the requirements of the 09-02 Memorandum, and each was verified as having been corrected within a short time period.

Improvement Activities Completed:

1. **Continue to make "on-time" TA available to school personnel through the Early Assistance Program (EAP) and OPI Staff.**

The OPI Special Education Division, in conjunction with the OPI Legal Division, continued to provide the Early Assistance Program (EAP) services. The EAP program officer provided guidance to both parents and LEA staff regarding the IDEA discipline regulations. The OPI Special Education staff was available on a daily basis to consult with parents and LEA staff regarding alternatives to suspension and expulsion for managing student behaviors. Additionally, the OPI made available consultants to provide real-time, one-on-one assistance to LEA staff in developing appropriate positive behavioral interventions for individual students with very challenging behaviors.

2. **Continue to monitor compliance with IDEA regulations regarding suspensions and expulsions through compliance monitoring procedures.**

As a part of the OPI compliance monitoring process, LEAs that will be subject to an on-site record review are required to provide the compliance monitor with a list of all students who have been subject to suspension or expulsion for seven (7) or more days during the previous calendar year. A sample of these students' records is selected for review during the on-site visit. This process allows the OPI staff to provide targeted technical assistance to the LEA regarding discipline procedures and provides verification that the IDEA requirements are being followed. This process also creates an opportunity for the OPI staff to provide specific student-related technical assistance focused on alternative behavior management strategies to prevent further removals of the student from school. For FFY 2009, no incidents of non-compliance with the IDEA discipline regulations were found.

3. Continue to make MBI training available to school personnel.

The OPI continued its support of the Montana Behavioral Initiative (MBI) project through sponsorship of the MBI Summer Institute, providing consultants to enable participating LEAs to implement MBI strategies at the local level, and helping to bring together middle and high school youth from across the state in regional gatherings to teach them how to be active stakeholders in the educational process. Increasing student involvement at the state and local levels leads to reduced problem behaviors, increased student achievement, and more positive post-school outcomes.

The MBI Summer Institute is held annually in June. Each year more than 800 Montana educators, parents and other community members attend the week-long sessions. A number of training strands are offered at each institute including: early childhood education, Positive Behavior Interventions and Supports (PBIS), creating and maintaining positive school climate, implementing a Response to Intervention (RTI) approach, and effective instructional techniques.

4. Continue to provide TA and training to LEAs to assist them with strategies that will lead to fewer suspensions/expulsions.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator. Alternative discipline strategies and tools for targeting severe/low incidence behaviors continued to be frequent topics of professional development activities.

5. Provide guidance to LEAs on discipline procedures and make this available on the OPI Web site.

The OPI continued to provide a technical assistance guide on disciplinary removals under the IDEA on its Web site at http://www.opi.mt.gov/pdf/SpecED/guides/SuspguideMay02.pdf.

6. Work with the Division of Indian Education to identify promising practices to decrease long-term suspensions and/or expulsions for American Indian students.

The Special Education Division staff continued to work with staff from the Division of Indian Education to examine data regarding long-term suspension and expulsion rates for American Indian students across Montana. These data were used to provide targeted technical assistance to LEAs regarding strategies for reducing long-term suspension and expulsion rates. Additionally, staff from the Division of Indian Education participated in the planning for the MBI Summer Institute.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs, aged 6 through 21, served:

A. Inside the regular class 80 percent or more of the day;

B. Inside the regular class less than 40 percent of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2009	**A. Given a minimum N of 10, 50.5% of students with disabilities served inside regular class for 80% or more of the day, within a 95% confidence interval.** **B. Given a minimum N of 10, 11.5% of students with disabilities served inside regular class for less than 40% of the day, within a 95% confidence interval.** **C. Given a minimum N of 10, 1.6% of students with disabilities served in separate schools, residential facilities, or to homebound/hospital placements, within a 95% confidence interval.**

Actual Target Data for FFY 2009

The FFY 2009 (2009-2010 School Year) educational placement target data for students with disabilities, ages 6-21, are provided in Table 5.1 below. The data source used is the Part B 618 data as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended* and *Table 3 Part B, Individuals With Disabilities Education Act Implementation of FAPE Requirements*.

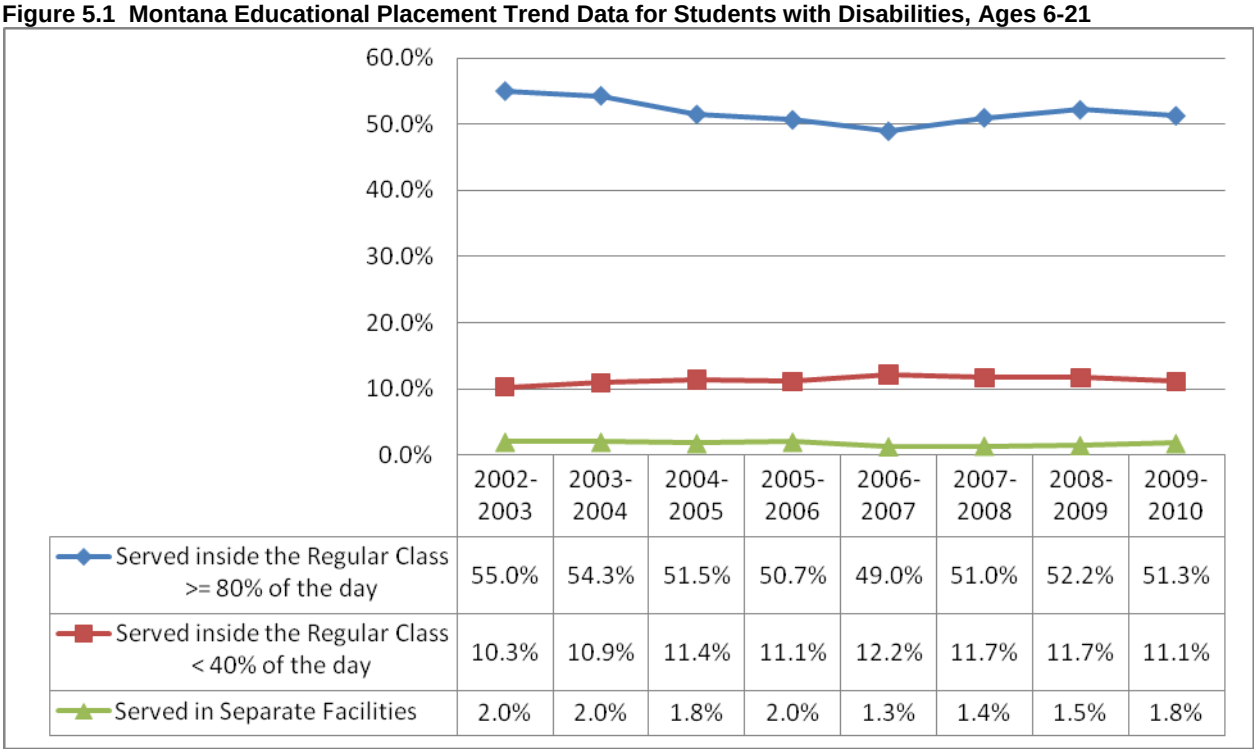
Table 5.1 Montana Educational Placement Data for the 2009-2010 School Year

SPP Indicator	Education Environment	Special Education Setting Count[1] (a)	Special Education Child Count, ages 6-21[2] (b)	Educational Placement Percent %=(a/b)*100
5A	Served inside the Regular Class >= 80% of the day	7,961	15,491	**51.3%**
5B	Served inside the Regular Class < 40% of the day	1,715	15,491	**11.1%**
5C	Served in Separate Facilities[3]	286	15,491	**1.8%**

[1]Special Education Setting Count is reported annually with the October 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.
[2]Special Education Child Count is the annual October 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.
[3]Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

Trend data are presented in Figure 5.1 for the educational placement of students with disabilities, ages 6-21, in order to compare educational placement patterns over time.

Figure 5.1 Montana Educational Placement Trend Data for Students with Disabilities, Ages 6-21



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Served inside the Regular Class >= 80% of the day	55.0%	54.3%	51.5%	50.7%	49.0%	51.0%	52.2%	51.3%
Served inside the Regular Class < 40% of the day	10.3%	10.9%	11.4%	11.1%	12.2%	11.7%	11.7%	11.1%
Served in Separate Facilities	2.0%	2.0%	1.8%	2.0%	1.3%	1.4%	1.5%	1.8%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

The target data for FFY 2009 indicate that **51.3** percent of students with disabilities receiving special education and related services are served inside the regular class for 80 percent or more of the day, while **11.1** percent are served inside the regular class for less than 40 percent of the day. A small percentage of students with disabilities (**1.8%**) receive their education in separate facilities (see Table 5.1 above). Target data indicate that a little over one-half of students with disabilities, ages 6-21, are being educated with their peers for the majority of the school day.

The overall trend lines indicate a slight change in the educational placement of students with disabilities, ages 6-21, in Montana schools since the 2006-2007 school year. Further analysis show a slight **decrease** over the last year in the percentage of students with disabilities served inside the regular class for 80 percent or more of the day, and in the percent served inside the regular class for

less than 40 percent of the day. Caution should be used when interpreting trend-line data. The fluctuation of trend-line data may reflect changes in enrollment data from year to year rather than changes in how decisions regarding educational placement of students are being made. However, the trend data seem to indicate that IEP teams are consistently considering the least restrictive environment when making educational placement decisions to meet the student's needs.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 5.2 below is used to assess the state's progress in meeting its performance target for FFY 2009. Based on a minimum N of 10 and within a 95 percent confidence interval, the state set a target of **50.5** percent of students with disabilities will be served inside the regular class for 80 percent or more of the day, **11.5** percent of students with disabilities served inside the regular class for less than 40 percent of the day, and **1.6** percent of students with disabilities are served in separate facilities.

Table 5.2 Montana Performance Target Status for FFY 2009

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Target	State Performance Status
5A	Served inside the Regular Class >= 80% of the day	7,961	51.4%	52.2%	50.6%	50.5%	**Met Target**
5B	Served inside the Regular Class < 40% of the day	1,715	11.1%	11.6%	10.6%	11.5%	**Met Target**
5C	Served in Separate Facilities	286	1.8%	2.1%	1.6%	1.5%	**Target Not Met**

Indicator 5A

For FFY 2009 (2009-2010 school year), **51.4** percent of students with disabilities were served inside the regular class for 80 percent or more of the day. The established performance target for FFY 2009 is **50.5** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls below the lower limit of the confidence interval indicating that our obtained education placement rate exceeds the established performance target. Therefore, given a sample size of a minimum N of 10, the state has **met** its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5B

For FFY 2009 (2009-2010 school year), **11.1** percent of students with disabilities were served inside the regular class less than 40 percent of the day. The established performance target for FFY 2009 is **11.5** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained education environment rate and the established performance target. Therefore, Montana has **met** its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5C

For FFY 2009 (2009-2010 school year), **1.8** percent of students with disabilities were served in separate facilities. The established performance target is **1.5** percent. The lower limit of the confidence interval falls above the performance target indicating that the obtained placement rate is significantly higher than the established performance target. Therefore, given a sample size of a minimum N of 10, the state has **not met** its performance target for this indicator, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of LEAs to determine their performance in meeting the state's established performance targets for Indicator 5 for FFY 2009 (2009-2010 school year). The results of the LEA review are presented in Table 5.3 below.

Table 5.3 Review of Montana LEA Performance For FFY 2009

SPP Indicator Measure	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAS with Minimum N of 10 Meeting State Performance Target (c)		LEAS with Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b-a)*100	#	%=(c/b)*100	#	%=(d/b)*100
5A	380	233	61.3%	192	82.4%	41	17.6%
5B	380	233	61.3%	220	94.4%	13	5.6%
5C	380	233	61.3%	213	91.4%	20	8.6%

For FFY 2009, 380 LEAs reported students with disabilities for the 2009-2010 school year. Of these reporting LEAs, **61.3** percent met the minimum N of 10 for the subgroup of students with disabilities.

Indicator 5A

For FFY 2009, **82.4** percent of the LEAs **met** the state performance target for students with disabilities served inside the regular class for 80 percent or more of the day, while **17.6** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5B

For FFY 2009, **94.4** percent of the LEAs **met** the state performance target for students with disabilities served inside the regular class for less than 40 percent of the day, while **5.6** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5C

For FFY 2009, **91.4** percent of the LEAs **met** the state performance target for students with disabilities receiving special education and related services in separate schools, while **8.6** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its targets for this indicator. An analysis of the data showed a slight decrease in the percent of students with disabilities removed from the regular class less than 21 percent of the school day.

The OPI continued to implement activities under the State Personnel Development Grant (SPDG) that were instrumental in providing professional development to LEA staff to improve the skills necessary to meet the needs of students with disabilities in the general education setting. Professional development also assisted special education personnel and IEP team members in designing individualized education programs (IEPs) that will help prepare students with more significant disabilities to obtain the academic and/or behavioral skills necessary to effectively participate in the regular education setting.

Improvement Activities Completed

1. **Continue to provide technical assistance and support to LEAs to assist them in providing FAPE in the LRE.**

The OPI continued to provide direct technical assistance to schools to aid them in the development of behavioral plans and positive behavioral supports through on-site visits, online technical assistance, and activities such as the MBI Summer Institute. The OPI staff provided training in crisis response and managing difficult behaviors. Montana's five (5) regional CSPD councils provided ongoing training in PBIS, evidenced-based reading strategies, instructional design, mentoring, differentiated instruction and response to intervention.

The OPI began to bring to scale the Montana Response to Intervention (RtI) project. The project is a major scaling-up of the pilot project that involved four (4) schools from across Montana. Based on the results of this pilot the OPI expanded the project to include forty-four (44) elementary schools and twelve (12) middle and high schools. This project provided eight (8) full days of training for school staff and an on-site consultant to assist RTI problem-solving teams in implementing the model in their school. Building problem-solving and intervention capacity in schools also greatly increases the ability of LEA staff to meet the instructional needs of students with disabilities in the regular classroom setting.

During the 2009-2010 school year the OPI began the implementation of the Montana Autism Education Project (MAEP). The MAEP has three behavioral consultants who provide technical assistance and training to LEA staff who educate students with autism and significant cognitive delays. Additionally, the MAEP coordinator and consultants provide staff development activities to general education teachers and special education staff. Student-specific technical assistance activities include: observations of students and discussion with current staff; review of the IEP with technical assistance on developing comprehensive autism services; and consultations on the development of behavioral intervention and communication strategies. Professional development activities include: providing training in communication strategies (i.e., PECS); providing training on effective components of programs for students with autism; and providing regional trainings in functional behavior assessment and the development of behavior intervention plans.

The OPI continues to implement the Deaf-Blind project in collaboration with the University of Montana Rural Institute and the Montana School for the Deaf and Blind (MSDB). This project provides technical assistance to LEAs on issues related to providing FAPE in the LRE to students with deaf-blindness.

The OPI again provided funding to the MSDB to support its outreach services which provided training and support to LEAs regarding the evaluation and provision of special education and related services to students with low-incidence disabilities.

2. Using compliance monitoring procedures, continue to review LEAs documentation to ensure placement decisions are made in accord with IDEA and state regulations.

The OPI conducts on-site monitoring visits to every LEA in Montana on a 5-year compliance monitoring cycle. The process includes a record review to determine LEA compliance with the IDEA requirements. Any incidence of noncompliance with the IDEA regulations is identified to the LEA and must be corrected within a short timeframe. During the 2007-2008 school year 3 incidences of noncompliance with the LRE requirements were identified. All identified incidences of noncompliance were corrected and the correction was verified consistent with the requirements of the 09-02 memorandum. During the 2008-2009 school year, 64 incidences of noncompliance with the LRE requirements were identified in 34 LEAs during on-site compliance monitoring. All incidences of noncompliance were corrected in a timely manner, and in no case did the correction occur more than one year following identification. The correction of all incidences of noncompliance was verified by the review of documentation provided by each LEA. The documents reviewed had been created subsequent to the on-site visit and any required corrective actions by the LEA.

3. Continue to provide training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting.

The SPDG and IDEA funds support training activities for general education personnel to provide them with the skill sets to respond to students with disabilities needs in the regular education classroom. Additionally, regular education personnel may participate in any training offered through the CSPD regions or OPI training activities. Division of Special Education staff provided workshops for general education teachers as a part of the MEA/MFT conference, as well as at other state conferences and CSPD workshops. The annual MBI conference has been extremely successful in providing general

education personnel the skills necessary to implement positive supports in the regular education setting. The OPI staff also provided training to LEA staff, on request, regarding strategies to prevent and/or respond to student problem behaviors in a calm and non-threatening manner.

4. Provide training on the use of technology as access to the general curriculum.

The OPI provides a technical assistance document titled "Assistive Technology" on its Web site at http://www.opi.mt.gov/PDF/SpecED/guides/AssistiveTechGuide.pdf. This document continued to be useful in assisting school personnel in making decisions regarding the use of technology as a means of access to the general curriculum. Additionally, Montana's five (5) CSPD regions provided professional development opportunities for LEA staff regarding the use of assistive technologies.

5. Continue to provide technical assistance to LEAs on educational practices that provide opportunities for children with disabilities to be educated with nondisabled peers.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator.

The CSPD regions provided professional development on topics such as: Differentiated Instruction; managing resistant behaviors; strengthening instructional practices; response to intervention; and numerous paraeducator academies.

6. Provide training on Universal Design.

The OPI continued to support the *We Teach All* initiative which provided professional development and support to schools implementing differentiated instruction. These schools continued to request additional training to increase program effectiveness. Montana's five (5) CSPD regions also provided professional development opportunities for LEA staff across the state on universal design for learning.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Target
2009	**A.1 61.5% of children who enter the program below age expectations in positive social-emotional skills (including social relationships) will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.** **A.2 60.0% of children will function within age expectations in positive social-emotional skills (including social relationships) by the time they turn 6 years of age or exit the program.** **B.1 70.0% of children who enter the program below age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.** **B.2 32.0% of children will function within age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turn 6 years of age or exit the program.** **C.1 59.0% of children who enter the program below age expectations in the use of appropriate behaviors to meet their needs, will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.** **C.2 64.0% of children will function within age expectations in the use of appropriate behaviors to meet their needs by the time they turn 6 years of age or exit the program.**

The OPI requires a special education specialist(s), with IEP team input, to use one or more of the valid and reliable instruments included on the Early Childhood Outcomes (ECO) Center's Instrument Crosswalks to assess the child's level of performance at entry and exit. Requiring an "Instrument Crosswalks" assessment ensures that special education personnel will use an appropriate and valid assessment to determine child progress and ensures that different specialist(s) are completing the COSF in a consistent manner.

After a review of all relevant data, the specialist(s) completes the Early Childhood Outcomes (ECO) Center Child Outcomes Summary Form (COSF). The COSF is completed at two different times for each child in a preschool program. First, the COSF is completed on each child entering a preschool program. Second, the COSF is once again completed when a child who has been in the preschool program for at least six months has turned six years of age or exited the program. This allows the OPI to compare exit to entry scores on each of the three developmental areas. To actually calculate the number and percentage of children who are in each of the official five reporting categories, the OPI uses the "COSF to OSEP Categories Calculator" to determine how each pair of entry-exit ratings from the seven-point COSF scale yields the five-point scale measuring this performance indicator. The COSF is included as part of the electronic special education records student information and management system (SERIMS) within the Achievement in Montana (AIM) system.

Actual Target Data for FFY 2009;

Table 7.2 below presents the data for preschool children exiting the program during the 2009-2010 school year. The outcome data for FFY 2009 is presented as two Summary Statements for each of the three preschool outcome areas.

Table 7.1 Preschool Outcome Data for Children Exiting in the 2009-2010 School Year

Outcome 7A: Positive Social-Emotional Skills (including social relationships)			
Summary Statements	**Total Number of Children**	**Number of Children**	**Percent of Children**
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.	387	275	71.1%
2. The percent of children who were functioning within the age expectations in Outcome A by the time they turned 6 years of age or exited the program.	666	422	63.4%
Outcome 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)			
Summary Statements	**Total Number of Children**	**Number of Children**	**Percent of Children**
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 program.	639	503	78.7%
2. The percent of children who were functioning within the age expectations in Outcome B by the time they turned 6 years of age or exited the program.	686	300	43.7%
Outcome 7C: Use of Appropriate Behaviors to Meet Their Needs			
Summary Statements	**Total Number of Children**	**Number of Children**	**Percent of Children**
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 program.	337	247	73.3%
2. The percent of children who were functioning within the age expectations in Outcome C by the time they turned 6 years of age or exited the program.	666	456	68.5%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

Table 7.2 provides target data for FFY 2009 in the form of two summary statements for each of the preschool outcome areas. For the outcome area of positive social skills, 71.1 percent of children who entered the program below age expectations substantially increased their rate of growth and 63.4 percent were functioning within age expectations by the time they turned six years of age or exited the program. Of those children who entered the program below age expectations in the acquisition of knowledge and skills, 78.7 percent showed a substantial increase in their rate of growth and 43.7 percent were functioning within age expectations by the time they turned six years of age or exited the program. For those children entering the program below age expectations in the use of appropriate behaviors to meet their needs, 73.3 percent demonstrated a substantial increased rate of growth and 68.5 percent were functioning within age expectations by the time they turned six years of age or exited the program.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 7.3 below is used to assess the state's progress in meeting its performance targets for FFY 2009.

Outcome A

The FFY 2009 data are presented in Table 7.3 below.

Table 7.3A Positive Social-Emotional Skills (Including social relationships)

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	71.1%	75.4%	66.4%	61.5%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	63.4%	66.9%	59.6%	60.0%	Met Target

Outcome B

Table 7.3B Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	78.7%	81.7%	75.4%	70.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	43.7%	47.5%	40.1%	32.0%	Met Target

Outcome C

Table 7.3C Use of Appropriate Behaviors to Meet Their Needs

Summary Statement	Percent of Children	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	73.3%	77.7%	68.3%	59.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	68.5%	71.9%	64.8%	64.0%	Met Target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met all of its targets for this indicator. In FFY 2008, each state was required to report on baseline data for this indicator in the State Performance Plan. Federal fiscal year 2009 is the first year that reporting on progress on this indicator has been required. Therefore, no trend analysis was available regarding these data. The data for FFY 2009 do show increases over baseline for all six reporting areas.

Improvement Activities Completed

1. **Develop a brief training guide and other materials for IEP teams. This guide would be supplemented by a Power Point presentation and Camtasia-based, web-resident media presentation describing how to collect performance information as required for this indicator.**

The OPI continued to provide training regarding the completion of the Preschool Outcome Measures documentation through both web-based and in-person technical assistance. Each year the OPI conducts statewide training sessions designed to provide new special education teachers assistance in transitioning into the classroom. Included is a discussion of the Preschool Outcome Measures, the COSF, and the appropriate tools to use to gather the required information.

2. **Provide statewide training and guidance for IEP teams.**

The OPI annually provides statewide training on all IDEA requirements, including the Preschool Outcome Measures and the tools used to gather the required information. During the 2009-2010 school year the OPI also conducted training on the use of the statewide student data system, Achievement in Montana (AIM). The Special Education Module of AIM includes all required documentation for special education services. Included in this training was an in-depth discussion of the requirements related to this indicator and the tools available to gather the information needed to complete the COSF at the required times.

3. **Provide telephone support and on-site training, as needed.**

The OPI staff is available on a daily basis to provide real-time support for LEA staff working within the AIM system. The OPI program specialists also provide guidance to LEA staff in complying with IDEA regulations and all data collection requirements. On-site training is provided through the statewide trainings mentioned above, and at the request of a particular LEA.

4. **Provide professional development and training to personnel providing services to preschool-age children on scientific, research-based strategies related to positive social emotional skills, use of appropriate behaviors and acquisition and use of knowledge and skills, including early language/communication and literacy.**

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator. As a part of this work the OPI and CSPD Council have developed an Early Childhood Partnership for Professional Development which provides many professional development opportunities for LEA staff involved in the education of preschool-age children.

5. **The OPI will require the use of the Special Education Module in the AIM student data system.**

During fall and winter of the 2009-2010 school year the OPI conducted training sessions for all LEA special education staff across Montana. These training sessions focused on using the AIM system to clearly document every step of the special education process for a child. Beginning in March 2010 the OPI required all LEAs to use the Special Education Module in the AIM system for all documentation related to the provision of special education and related services to children. The use of the AIM system will provide greater accuracy in special education documentation, as well as an opportunity for the OPI to provide more current technical assistance to LEA staff based on data analysis from the system.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, the Parent Involvement Percentage will be 67% within a 95% confidence interval.**

Actual Target Data for FFY 2009

Table 8.1 below provides the results of the parent survey conducted in the 2009-2010 school year.

Table 8.1 Percent of Parents Who Report the School Facilitated Their Involvement

	FFY2009
Total number of Parent respondents	600
Number who reported school facilitated their involvement	436
Percentage who reported school facilitated their involvement	72.7%

In FFY 2009 for those LEAs who were to be monitored in the 2010-11 school year, all parents of students ages 3-21 receiving special education services during the 2009-10 school year were asked to complete and then mail the survey to Mountain Plains Regional Resource Center (MPRRC). Parents were assured of anonymity. A total of 4,836 surveys were distributed and 600 were returned for a response rate of 12.4%.

In order to report out on this indicator, each of the 600 survey respondents received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a “6” (Very Strongly Agree) on each of the 26 items received a 100 percent score; a respondent who rated their experiences with the school a “1” (Very Strongly Disagree) on each of the 26 items received a 0 percent score. A respondent who rated their experiences with the school a “4” (Agree) on each of the 26 items received a 60 percent score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a respondent who rated 8 items a “4,” 9 items a “3” and 9 items a “5,” would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60 percent or above was identified as one who reported that the school facilitated

his/her involvement. A 60 percent cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by size of district where the child attends school; (3) by the race/ethnicity of the child; and (4) by the age of the child. For example, 87 percent of the parents who returned a survey indicated that their children are white, and 79.8 percent of special education students in the monitored districts are white. Another example is 25 percent of the parents who returned a survey indicated that their children have speech language impairment, and 29.5 percent of special education students in the monitored districts have speech language impairment. However, even given these slightly differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall state score that is representative of all students in the population. Weighting of survey responses was not necessary given the representativeness of the respondents and the lack of significant differences among groups of respondents.

Trend data of school-facilitated parental involvement are presented in Table 8.2 below.

Table 8.2 Percent of Parents Who Report the School Facilitated Their Involvement Trend Data

	FFY2005	FFY2006	FFY2007	FFY2008	FFY2009
Total number of Parent respondents	539	533	539	1,139	600
Number who reported school facilitated their involvement	353	367	334	830	436
Percentage who reported school facilitated their involvement	65.5%	68.9%	62.0%	72.9%	72.7%

As indicated in Table 8-2, the percentage of parents who reported that the school facilitated their involvement showed very little change from FFY 2008 to FFY 2009. This data indicate, in general, parents report a high level of satisfaction with the LEAs' attempts to facilitate their involvement as a means of improving services and results for children with disabilities.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 8.3 below is used to assess the state's progress in meeting its performance target for FFY 2009. For FY 2009, the state's established performance target for this indicator is **67.0** percent. The results of the parent survey for the 2009-2010 school year indicate that the percent of parent respondents who reported the school facilitated their involvement is 72.7 percent.

Table 8.3 Montana Performance Target Status for FFY 2009

School Year	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
2009-2010	72.7%	76.1%	69.0%	67.0%	Met Target

For FFY 2009, the state's established performance target for this indicator is 67.0 percent. The results of the parent survey for 2009-10 school year indicate that the percent of parent respondents

who reported the school facilitated their involvement is 72.7 percent. Montana has **met** the performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its performance target for this indicator. The results of the parent survey show a significant increase in the percentage of parents who reported that the school facilitated their involvement from 62.0 percent in FFY 2007 to 72.7 percent for FFY 2009. From these results, it appears that the strategies that Montana employed to increase parental involvement in their child's education have been effective.

As noted in the Indicator 15 Response Table, during the 2008-2009 school year 16 LEAs were issued 27 findings of noncompliance related to this indicator. These findings were related to the LEAs failure to follow all of the notice requirements of IDEA. Compliance monitoring records indicate that all 16 identified instances of noncompliance with these requirements were corrected in a timely manner. Verification of the LEAs' compliance with all IDEA notice requirements was verified by the OPI through a review of additional student records completed subsequent to the identification of the noncompliance consistent with the requirements of the 09-02 Memorandum.

Improvement Activities Completed

1. **The OPI will continue to work with the parent training and information center, Parents, Let's Unite for Kids (PLUK), to seek and encourage parents to become involved with their child's educational program.**

The OPI continued to provide grant monies to the parent training center (PLUK) to support the organization's efforts to provide training and information to improve parental involvement. The PLUK has been instrumental in providing parents with information on rules, regulations, instructional strategies and ways in which parents can be effectively involved in their child's education. The OPI also worked closely with the Parent Information Resource Center (PIRC) to improve parents' access to information regarding special education and related services.

2. **The OPI, with the support of its regional CSPD structure, will share strategies and best practices with school personnel and LEAs on improving parental involvement.**

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) to provide targeted professional development activities to LEA staff. The OPI Special Education Division staff continued to work with the five (5) regional CSPD councils to improve the connection between the data analysis for the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD council identifies the training needs for the region and provides the OPI with a description of which indicator(s) each professional development activity is addressing. This process focused the professional development activities offered throughout Montana on improving the outcomes for students related to each SPP indicator.

3. **The OPI will continue to make available special education information on its Web site to keep parents informed.**

The OPI places all of its technical assistance materials on its Web site and frequently updates these materials to ensure the most current information is available to LEA staff and the general public. This information can be found at: http://www.opi.mt.gov/Programs/SpecialEd/Index.html.

4. **The OPI will develop technical assistance documents to provide LEA staff with effective strategies for facilitating parental involvement in special education.**

The OPI began development of written materials to support LEA staff in working to increase parent involvement in the education process. When completed these materials will be distributed to LEAs and posted to the OPI Web site. In addition, the Special Education Division sought and received approval for an additional FTE to work in the Monitoring and School Improvement Unit to serve as a liaison between the OPI Special Education Division and the various parent groups throughout the state, including PLUK, PIRC, State PTA, and several local groups for parents of students with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.

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, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0% within a 99% confidence interval.**

Actual Target Data for FFY 2009

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification is shown below in Table 9.1 The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 9.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2009

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures %=(b/a)*100
2009-2010	417	2	0	0.0%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

Table 9.1 above shows that, in the 2009-2010 school year, race/ethnicity data were reviewed for **417** LEAs in Montana. Using a minimum N of 10 and a 99 percent confidence interval, a test of difference between proportions was used to measure statistically significant differences between the special education identification rate for students of a specific racial and ethnic group and the special education identification rate for all other students within that LEA. **220 LEAs met the minimum N of 10 for at least one racial and ethnic group.** Target data show that **two** of the **417** LEAs demonstrated a statistically significant difference, resulting in determination of disproportionate representation of racial and ethnic groups in special education and related services. Further, target data show that the LEAs identified with disproportionate representation were **not** determined to have disproportionate representation due to inappropriate identification.

Racial and ethnic disproportionality data for the LEAs identified with disproportionate representation is presented in Table 9.2 below.

Table 9.2 Montana LEAs with Disproportionate Representation for FFY 2009

LEA	Racial and Ethnic Group	Reference Group Count[1] (a)	Reference Group Enrollment[2] (b)	Comparison Group Count[3] (c)	Comparison Group Enrollment[4] (d)	Reference Group Percent %=(a/b)*100	Comparison Group Percent %=(c/d)*100	Disproportionate Representation Status
District 1	American Indian/Alaska Native	11	80	24	716	45.8%	11.2%	Over-representation
District 2	American Indian/Alaska Native	42	452	132	3,484	31.8%	13.0%	Over-representation

[1]The number of students with disabilities for the specified racial and ethnic group in the LEA, as reported in the IDEA Part B Special Education Child Count on the first Monday in October.
[2]The number of students for the specified racial and ethnic group enrolled in the LEA, as reported in the OPI Annual Data Collection on the first Monday in October.
[3]The number of students with disabilities in all other racial and ethnic groups in the LEA, as reported in the IDEA Part B Special Education Child Count on the first Monday in October.
[4]The number of students in all other racial and ethnic groups enrolled in the LEA, as reported in the OPI Annual Data Collection on the first Monday in October.

LEA Review

A review of LEA racial and ethnic disproportionality data in Table 9.2 above indicates that two LEAs showed *over-representation* in the number of students with disabilities receiving special education and related services that are reported as American Indian/Alaskan Native. Based on the review of 618 data for FFY 2009, the OPI informed the LEA of its determination and conducted a review of the LEA's policies, practices and procedures to ensure identification was not the result of inappropriate identification. The LEA review included review of selected student files, review of LEA policies, practices and procedures, the most current compliance monitoring data, and selected interviews with LEA staff. As a result of this process, the OPI determined that the disproportionate representation (over-representation) identified was **NOT** the result of inappropriate identification.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 9.3 below is used to assess the state's progress in meeting its performance target for FFY 2009 (2009-2010 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups receiving special education and related services resulting from inappropriate identification will be **0** percent.

Table 9.3 Montana Performance Target Status for FFY 2009

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures %=(b/a)*100	SPP Performance Target	State Performance Status
2009-2010	417	0	0.0%	0.0%	Met Target

For FFY 2009 (2009-2010 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2009 as reported in our State Performance Plan is **0** percent. Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its target for this indicator. A review of LEA data indicated that two (2) LEAs had an over-representation of American Indian/Alaskan Native students in special education. Following the determination of disproportionate representation, the OPI contacted each LEA and conducted a review of LEA policies, procedures and practices, interviewed selected LEA staff, and reviewed selected student files. Following this analysis, the OPI determined that no findings of disproportionate representation as a result of inappropriate identification were appropriate.

Improvement Activities Completed

1. **The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (RTI).**

During FFY 2009, the OPI continued its work to bring to scale the Montana Response to Intervention project. The project is a major scaling-up of the pilot project that involved four (4) schools from across Montana. Based on the results of this pilot the OPI expanded the project to include forty-four (44) elementary schools and twelve (12) middle and high schools. This project provided eight (8) full days of training for school staff and an on-site consultant to assist RTI problem-solving teams in implementing the model in their school. Building problem-solving and intervention capacity in schools also greatly increases the ability of students with disabilities to receive instruction in the regular classroom setting. The OPI staff also worked with the five (5) CSPD regions to provide training to LEA-level teams on the RTI process.

During FFY 2009, the OPI began a collaboration with the IDEA Partnership, the School Administrators of Montana (and its affiliated groups), Montana Education Association, Montana Association of School Psychologists and others to develop the Montana RTI Council to provide guidance regarding the implementation of the RTI process in Montana.

2. **The Special Education Division will collaborate with OPI's curriculum specialists to provide technical assistance to LEAs regarding intervention strategies.**

Special education division staff continued to collaborate with the OPI curriculum specialists to provide technical assistance to LEAs regarding effective strategies for use with students with disabilities. In addition, the OPI Curriculum Specialists participated in the Montana RTI Partnership described above.

3. **Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.**

The OPI Special Education Division staff continued to collaborate with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian culture and factors that lead to reduced outcomes for American Indian students are felt to be a critical component in improving the achievement of American Indian students.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.

Definition of Disproportionate Representation

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

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0% within a 99% confidence interval.**

Actual Target Data for FFY 2009

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories that is the result of inappropriate identification is shown below in Table 10.1. The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities, ages 6 through 21, as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 10.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2009

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures %=(b/a)*100
2009-2010	417	1	0	0.0%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

Target data above show that of **417** LEAs examined to identify disproportionate representation of racial and ethnic groups in specific disability categories receiving special education and related services, **220 LEAs met the minimum N of 10 for at least one racial and ethnic group, and** one (1) was identified as having a disproportionate representation of a racial and ethnic group in a specific disability category for the 2009-2010 school year. Following the determination of disproportionate representation, the OPI contacted the LEA and conducted a review of LEA policies, procedures and practices, interviewed selected LEA staff, and reviewed selected student files. Following this analysis, the OPI determined that no findings of disproportionate representation as a result of inappropriate identification were appropriate.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 10.2 below is used to assess the state's progress in meeting its performance target for FFY 2009 (2009-2010 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be **0** percent.

Table 10.2 Montana Performance Target Status for FFY 2009

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures %=(b/a)*100	SPP Performance Target	State Performance Status
2009-2010	417	0	0.0%	0.0%	Met Target

For FFY 2009 (2009-2010 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2009 as reported in our State Performance Plan is **0** percent. Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana continued to meet the state's target for this indicator. One (1) LEA was found to have disproportionate representation of a racial and ethnic group in a specific disability category. Following the determination of disproportionate representation, the OPI contacted the LEA and conducted a review of LEA policies, procedures and practices, interviewed selected LEA staff, and reviewed selected student files. Following this analysis, the OPI determined that no findings of disproportionate representation as a result of inappropriate identification were appropriate.

The OPI continued to provide extensive training on topics related to identification of students as students with disabilities under the IDEA. School improvement compliance monitors provided a workshop for new special education teachers in the fall of 2009 on special education requirements, including all child find requirements. Training was also provided during the annual CEC, MCASE and MEA/MFT conferences. The Special Education Division staff also provided training to LEA staff across the state in the use of the Achievement in Montana (AIM) Special Education Module. This training covered the use of the statewide student database, as well as the policies and procedures related to each step of the special education process.

The OPI continued to implement the RTI project that included training for school staff from forty-four (44) elementary schools and twelve (12) middle and high schools. Additional LEA teams received training in the RTI process through the five (5) CSPD regions. This training was instrumental in helping LEA staff respond to learning differences early and to provide instructional interventions in a setting outside of special education. This project was expanded during the 2009-2010 school year to include the development of an RTI Council, with the help of the IDEA Partnership, to guide the expansion of the RTI Project during the 2010-2011 school year.

Improvement Activities Completed

1. **The OPI will provide training and technical assistance to LEAs on Early Intervening strategies.**

Montana's five (5) CSPD regions provided training to LEA staff on many topics related to early intervention. Those topics included, but were not limited to, the following: scientific, research-based approaches to teaching reading, writing and mathematics; positive behavioral interventions and supports; school safety; nutrition; and the foundations of developing a response to intervention/problem-solving approach at the local level. The OPI also continued the implementation of the RTI project, which included providing intensive training and on-site consultation to forty-four (44) elementary schools and twelve (12) middle and high schools. With the assistance of the IDEA Partnership this project will be expanded during the 2010-2011 school year.

2. **The Special Education Division will collaborate with OPI's curriculum specialists to provide technical assistance to LEAs regarding intervention strategies.**

Special education division staff continued to collaborate with the OPI curriculum specialists to provide technical assistance to LEAs regarding effective strategies for use with students with disabilities. In addition, the OPI Curriculum Specialists participated in the Montana RTI Partnership described above.

3. **Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.**

The OPI Special Education Division staff continued to collaborate with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian culture and

factors that lead to reduced outcomes for American Indian students are felt to be a critical component in improving the achievement of American Indian students.

4. The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (RTI).

The OPI continued to implement the Montana Response to Intervention (RTI) project. The project is a major scaling-up of the pilot project that involved four (4) schools from across Montana. Based on the results of this pilot the OPI expanded the project to include forty-four (44) elementary schools and twelve (12) middle and high schools. This project provided eight (8) full days of training for school staff and an on-site consultant to assist RTI problem-solving teams in implementing the model in their school. Building problem-solving and intervention capacity in schools also greatly increases the ability of students with disabilities to receive instruction in the regular classroom setting. The OPI staff also worked with the five (5) CSPD regions to provide training to LEA-level teams on the RTI process.

During FFY 2009, the OPI began a collaboration with the IDEA Partnership, the School Administrators of Montana (and its affiliated groups), Montana Education Association, Montana Association of School Psychologists and others to develop the Montana RTI Council to provide guidance regarding the implementation of the RTI process in Montana.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:
a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or state-established timeline).

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2009	**100% of children, with parental consent to evaluate, were 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).**

Actual Target Data for FFY 2009

Table 11.1 below presents the FFY 2009 target data on the number of children, with parental consent to evaluate, who were 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). The data are taken from compliance monitoring data for the 2009-2010 school year. School Improvement/Compliance specialists reviewed the files of 285 students for whom parent consent was granted and who were initially evaluated for special education eligibility.

Table 11.1 Percent of Children, with Parent Consent, Evaluated Within a 60-day Timeline for FFY 2009

School Year	Number of Children for whom parental consent to evaluate was received (a)	Number whose evaluations were completed within 60 days (b)	Percent Evaluated within 60 days %=(b/a)*100
2009-2010	285	277	97.2%

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

For FFY 2009, **97.2** percent of the students with parent consent to evaluate were evaluated within the 60-day timeline. This is an increase of **7.1** percent from the previous year (see Table 11.2 below).

Table 11.2 Children with Parent Consent Evaluated Within a 60-day Timeline Trend Data

School Year	Number of children for whom parental consent to evaluate was received (a)	Number whose evaluations were completed within 60 days (b)	Percent Evaluated within 60 days %=(b/a)*100
2009-2010	285	277	97.2%
2008-2009	152	137	90.1%
2007-2008	146	133	91.1%

Range of Days and Reasons for Delay

For FFY 2009, target data indicate that 8 evaluations were not completed within the 60-day timeline. The evaluations not completed within the 60-day timeline were from six LEAs, representing 8.1 percent of the LEAs participating in the compliance monitoring for the 2009-2010 school year. A review of the records indicates the number of days range from 10 days to 137 days beyond the 60-day timeline. Reasons for the delay included "district staff did not complete the evaluation in 60-days" and "No reason given."

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 11.3 below is used to assess the state's progress in meeting its performance target for FFY 2009 (2009-2010 school year).

Table 11.3 Montana Performance Target Status for FFY 2009

School Year	Number of Children for whom parental consent to evaluate was received	Number of children whose evaluations were completed within 60 days	Percent of children with parental consent evaluated within 60 days	SPP Performance Target	State Performance Status
2009-2010	285	277	97.2%	100%	Target Not Met

The state's established target for this indicator is **100** percent. Target data show that the performance measure for this indicator is **97.2** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana did not meet the target of 100 percent compliance for this indicator. Data for this indicator are based on compliance monitoring record review samples. The OPI conducts on-site monitoring record reviews in each LEA in Montana on a five (5) year cycle. In each LEA that is subject to monitoring the OPI reviews records for students who have been subject to an initial evaluation during the preceding year. This assures that the OPI reviews current LEA practices and procedures for conducting initial evaluations both for students who are determined eligible for special education and for those who are not.

In response to the OSEP guidance provided in the 2009 Response Table the following information is provided regarding the correction of noncompliance with the requirements related to initial evaluations. During FFY 2009, six (6) incidents of noncompliance with the 60-day timeline were noted in three (3) LEAs. For all noted incidents, the evaluation had been completed at the time of the monitoring record review and these incidents were deemed corrected. Thus, all six incidents were

corrected in a timely manner. In addition, the correction of each incidence of noncompliance was verified by the review of documentation provided by each LEA subsequent to the on-site monitoring which demonstrated 100 percent compliance with the 60-day timeline requirements. No district was issued a corrective action based on this requirement.

In FFY 2008, Montana reported fifteen (15) incidents of noncompliance with the 60-day timeline requirement. For all noted incidents, the OPI staff verified that the LEA had completed the initial evaluation and that each LEA was implementing all of the requirements of IDEA regarding the initial eligibility evaluation of children. Each LEA's compliance with the 60-day timeline requirements was verified through a review of initial evaluations completed subsequent to the LEA having completed any required corrective actions. **Therefore, the OPI verified that each LEA (1) is correctly implementing 34 CFR 300.301(c) based on a review of updated data such as data subsequently collected through the state data system; and (2) had developed and implemented the child's IEP consistent with OSEP Memorandum 09-02. These 15 incidents of noncompliance resulted in findings of noncompliance being issued to six LEAs.**

The OPI continued to be concerned with the data indicating less than 100 percent of students with initial parental consent were evaluated within 60 days. The OPI continued to provide technical assistance to LEAs regarding methods for ensuring compliance with this requirement. Also, during FFY 2009 the OPI completed the implementation of the statewide student database system special education module. This module contains the special education records tool and has been developed to include a notification system that will send e-mail reminders to LEA staff and administration regarding pending timelines. The OPI feels that this system will have a great impact on LEA compliance with all timeline requirements. The full implementation of this system will also allow the OPI to begin to conduct periodic reviews of the data regarding initial evaluations to provide more timely technical assistance and correction of noncompliance.

Improvement Activities Completed

1. Provide technical assistance and training to LEAs on timeline requirements.

The OPI provided technical assistance to LEAs regarding the timeline requirements in IDEA. Each fall the OPI school improvement/compliance monitoring staff conducts full-day training for special educators across Montana regarding the requirements of IDEA, including an emphasis on the timeline requirements and practices designed to increase compliance with those requirements. Additionally, OPI Special Education Division staff provided training to general educators, special educators, administrators, and parents regarding the IDEA requirements through sessions at the statewide CEC, MCASE, and MEA-MFT conferences, as well as during training sessions provided to LEAs participating in the compliance monitoring process.

2. The OPI will require LEA use of the Special Education Module in AIM.

During the fall and winter of the 2009-2010 school year the OPI conducted statewide training for LEA special education staff on the use of the Special Education Module of the AIM system. This training provided special educators with hands-on experience in using the system to document the entire special education process. Beginning in March 2010, the LEAs were required to use the AIM system for all special education documentation.

3. **The OPI will work with PLUK to ensure parents are knowledgeable of the 60-day timeline**.

During FFY 2009, the OPI continued to provide IDEA Part B funds to support parent training and technical assistance activities for parents. Training and information on state and federal requirements regarding evaluations and procedural compliance topics were provided to PLUK technical assistance providers by the OPI. The director of the Early Assistance Program (EAP) and other Special Education Division staff also provided on-time assistance to parents and PLUK staff on questions related to evaluations and timelines. The Special Education Division also was approved to add an

additional FTE to its staff. A major duty of this new position will be to serve as a liaison between the OPI and the various parent groups throughout Montana.

4. The OPI will revise its compliance monitoring procedures to ensure that all instances of noncompliance are identified and corrected in a timely fashion.

Consistent with the ongoing guidance provided by OSEP relative to the 09-02 Memorandum, the OPI continued to update its compliance monitoring procedures. The OPI developed a process that allows it to quickly and clearly identify all incidents of noncompliance with the IDEA regulations and to notify LEAs of these instances of noncompliance in a manner that allows them to be corrected, both correction of identified noncompliance and review of post-monitoring data, quickly, and in no case more than one year from the date the noncompliance was identified. To facilitate this process the OPI developed a web-based record review tool that improves the inter-rater reliability involved in the record review process, and provides real-time information to the monitoring staff regarding incidences of noncompliance. This tool will greatly improve the ability of the OPI to provide quick turn-around of monitoring findings to the LEAs to facilitate the correction of identified noncompliance in a short timeframe.

The implementation of the AIM system and its required use by the LEAs was also accomplished during the 2009-2010 school year. This step will allow the OPI to begin using data drawn from the AIM system to conduct compliance monitoring reviews related to specific issues, such as compliance with the 60-day timeline for initial evaluations. It is anticipated that the use of data from the AIM system for these purposes will begin during the 2011-2012 school year. The use of the AIM system was mandated in March 2010. The OPI believes that it is appropriate to allow one full IEP cycle to occur and populate the data system before using the system for these monitoring purposes. This delay will provide the LEA staff sufficient experience with the system to provide more valid and reliable data for review.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

1. Activity completed: Improvement Activity #2: The OPI will require LEA use of the Special Education Module in AIM has been completed. During the 2009-2010 school year the OPI provided training to special educators across Montana on the use of the AIM Special Education Module. Once this training was completed the OPI began to require the use of the AIM system for all special education documentation in March 2010.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or whom exceptions under 34 CFR §300.301(d) applied.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in (a) but not included in (b), (c), (d) or (e). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

FFY	Measurable and Rigorous Target
2009	**100% of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.**

Actual Target Data for FFY 2009

Table 12.1 below presents the data on children served in Part C and referred to Part B for eligibility determination in the 2009-2010 school year. The data of children referred was reported by Part C providers with LEAs receiving the referrals providing additional data on the eligibility determination.

Table 12.1 Percent of Children with IEPs Developed and Implemented by Third Birthday for FFY 2009

Indicator 12 Measurement		Number and Percent of Children
(a)	Total children served in Part C and referred to Part B for eligibility determination	155
(b)	Children found NOT eligible and whose eligibility was determined prior to their third birthday	10
(c)	**Children found eligible for Part B and who have an IEP developed and implemented by their third birthday**	**92**
(d)	Parental refusal to provide consent caused delays in evaluation or initial services	33
(e)	Children who were referred to Part C less than 90 days before their third birthday	1
%=[c/(a-b-d-e)]*100	**Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays**	**82.9%**

Analysis of Target Data for FFY 2009 (2009-2010 School Year)

Target data for FFY 2009 (2009-2010 school year) indicate that **82.9** percent of the children referred by Part C prior to age three and found eligible for Part B, have an IEP developed and implemented by their third birthdays. In addition, parent refusal to provide consent caused delays for **33** of the 155 children referred by Part C. Further, 10 of the 155 children referred were found not eligible prior to their third birthdays. The result is **19** of the 155 children referred by Part C (or 12.2 percent) did not have their eligibility determined or an IEP developed and implemented by their third birthdays.

A review of the data for those children not having their eligibility determined or an IEP developed and implemented by their third birthday, show the number of days beyond the third birthday ranges from three days to 150 days. Table 12.2 below provides the list of the most common reasons for delay in the eligibility determination and implementing an IEP by the child's third birthday.

Table 12.2 Reason for Delay for FFY 2009

Reason for Delay
Evaluation not completed
Summer/winter vacation
No reason given
Part C agency did not provide evaluation information in a timely manner
Referral received 1 day before child's third birthday

Trend data indicates an increase in the percent of children referred by Part C prior to age three and found eligible for Part B with an IEP developed and implemented by their third birthday between FFY 2008 and FFY 2009 (see Table 12.3 below).

Table 12.3 Montana Trend Data for Indicator 12

Indicator 12 Measurement		FFY 2007	FFY 2008	FFY 2009
(a)	Total children served in Part C and referred to Part B for eligibility determination	167	204	155
(b)	Children found NOT eligible and whose eligibility was determined prior to their third birthday	7	17	10
(c)	**Children found eligible for Part B and who have an IEP developed and implemented by their third birthday**	**93**	**98**	**92**
(d)	Parental refusal to provide consent caused delays in evaluation or initial services	30	48	33
(e)	Children who were referred to Part C less than 90 days before their third birthday		0	1
%=[c/(a-b-d-e)]*100	**Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays**	**71.5%**	**70.5%**	**82.9%**

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 12.4 below is used to assess the state's progress in meeting its performance target for FFY 2009. The state's established target for this indicator is **100** percent of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

Table 12.4 Montana Performance Target Status for FFY 2009

School Year	Number of children referred by Part C to Part B for Eligibility Determination	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 are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	SPP Performance Target	State Performance Status
2009-2010	155	92	82.9%	100.0%	**Did Not Meet Target**

Target data for FFY 2009 indicate the percent of children referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthday, is **82.9** percent, while the established performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2009

Montana did not meet its target for this indicator. The data for FFY 2009 indicated an increase in the percent of children referred from Part C prior to age 3 who were found eligible and had an IEP developed by their third birthday. The percent changed from 70.5 percent in FFY 2008 to 82.9 percent in FFY 2009. This represents substantial progress toward the 100 percent target for this indicator. The OPI continued to provide technical assistance to LEAs regarding the implementation of the Part C to Part B referral requirements. Additionally, during the 2009-2010 school year the OPI worked closely with the Part C Lead Agency, Part C providers, LEA staff, and the Mountain Plains Regional Resource Center staff to develop written guidance regarding this process. This guidance, and the accompanying training, will provide clear instructions for both Part C and LEA staff and will facilitate the smooth transition from Part C to Part B services for children with disabilities.

For FFY 2009, at the time of data collection, the evaluation process and IEP development had occurred for all children for whom the eligibility determination had not been made or an IEP developed by their third birthday. Based on this, all instances of noncompliance with this requirement had been corrected in a timely manner. Because of the timing of this collection, the verification of the correction of the noncompliance had not been completed at the time of this APR submission. Each LEA which had an identified instance of noncompliance will be required to provide subsequent documentation of 100 percent compliance with the Part C to Part B transition requirements. In the FFY 2008 APR, 15 incidents of noncompliance were noted regarding the Part C to Part B referral requirements. In all cases the eligibility determination and IEP development had occurred prior to the data collection. In all instances the noncompliance had been corrected in a timely fashion. The correction of all individual instances of noncompliance was verified through a desk audit. **Therefore, the OPI verified that each LEA (1) is correctly implementing 34 CFR 300.124(b) based on a review of updated data such as data subsequently collected through the state data system; and (2) had developed and implemented the child's IEP consistent with OSEP Memorandum 09-02. Because these instances of noncompliance were verified to be corrected within 90 days of identification, no findings of noncompliance were issued.** In each instance, the LEA had developed and implemented an IEP for children who were determined to be eligible. Additionally, it was noted that five LEAs that had identified noncompliance during FFY 2007 also had identified instances of noncompliance during the FFY 2008 collection. The OPI Special Education Division staff provided technical assistance to each LEA that had an identified instance of noncompliance with the Part C to Part B transition requirements to ensure that the LEA staff understood how to meet the requirements. These LEAs were subject to additional improvement activities. A subsequent review of Part C to Part B transition activities in each LEA verified that the LEAs were in compliance with the Part C to Part B transition timelines.

The OPI continued to work with representatives of the Part C lead agency to improve the transition for children from Part C to Part B. These efforts included working with the Part C lead agency staff to improve data collection practices and bringing together Part C providers and LEA staff to provide technical assistance regarding the transition requirements and strategies to improve communication between agencies to facilitate the timely transition of children from Part C to Part B services.

The OPI uses a census-level data collection for this indicator. The Part C providers submit information regarding all children referred to a school district to the OPI. The OPI collates this data and provides it to the LEAs for verification and submission of the required timeline information. By using this method, the OPI can account for all children who transition from Part C to Part B. The OPI continued to work with the Part C lead agency and the Mountain Plains Regional Resource Center staff to improve this collection process. In continuing this work the OPI staff worked with the Part C and MPRRC staff to develop clear and consistent guidance for both Part C agency and LEA staff to increase the understanding of roles and responsibilities and to improve transition outcomes for children who are moving from Part C to Part B services.

Improvement Activities Completed

1. **Continue to monitor for procedural compliance, as well as to review data from due process, mediations, and complaints.**

The OPI uses a census sample for collecting data regarding the Part C to Part B transition for children with disabilities. Because of this system, the OPI is able to monitor for compliance with the required timelines for all LEAs annually. Incidences of noncompliance with the requirements are identified and the correction and verification of the LEAs compliance with all requirements are accomplished based on this data review and follow-up procedures.

2. **The OPI will work with the Part C Lead Agency to develop consistent guidance regarding Part C to Part B transition.**

During the 2009-2010 school year the OPI worked closely with the Part C Lead Agency, Part C providers, LEA staff, and the Mountain Plains Regional Resource Center staff to develop technical assistance materials regarding the Part C to Part B transition process. These materials were developed to provide clear guidance to both Part C providers and LEA staff regarding the required steps in the transition process. This guidance, and the accompanying training, will greatly improve the LEAs ability to comply with all the Part C to Part B transition requirements.

3. Continue to provide TA and training on effective child find practices and transition from Part C to Part B.

The OPI continued to provide training on effective child find practices, including procedures for ensuring smooth transition of children from Part C to Part B as a part of the annual All Teacher training provided each fall to all interested LEA staff. Additional training was offered through procedural compliance workshops and training provided to selected LEAs and Part C providers. With the implementation of the Achievement in Montana (AIM) system, training in the special education process was provided to special educators from across Montana. This training focused on teaching educators to use the statewide student database system to document every step of the special education process and included an emphasis on practices to improve compliance with all IDEA requirements.

4. Fully Implement the SERIMS to ensure all data elements are collected.

The OPI completed the fourth year of implementation of the Achievement in Montana (AIM) student database system. This system is the general education record system that collects census, demographic and assessment data for all students enrolled in public schools. The Special Education Module is a tool within the broader AIM system that is used to develop and store students' special education records. The Special Education Division provided training in the use of the special education module throughout the 2009-2010 school year and began requiring the use of the electronic records system for special education documentation in March 2010. Additional user training will be provided on an as-needed basis throughout the life of the system. The implementation of this system has resulted in improved accuracy and validity of all educational data collected in Montana. The data available from this system will also improve the OPI's ability to target technical assistance to LEAs to improve student outcomes.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

1. Activity Completed: Improvement Activity # 2: <u>The OPI will work with the Part C Lead Agency to develop consistent guidance regarding Part C to Part B transition</u>. The OPI worked with the Part C Lead Agency, Part C providers, LEA staff, and Mountain Plains Regional Resource Center staff to develop and make available technical assistance materials that provide clear, consistent guidance for Part C and LEA staff to facilitate the transition from Part C to Part B for children with disabilities.

2. Revision to Activity #4: The activity <u>Fully implement the SERIMS to ensure all data elements are collected</u> is revised to read: <u>Begin to use the statewide student database to monitor for compliance with the Part C to Part B referral timelines</u>. The AIM student database system has been fully implemented and the LEAs have been required to use Special Education Module of the system since March 2010. Once the LEAs have had the time to complete a full IEP cycle using the system the OPI will begin to draw data from the system to provide technical assistance and for compliance monitoring purposes.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
2009	100% of the findings of noncompliance are corrected within one year from identification.

Actual Target Data for FFY 2008

The following table provides the summary data taken from the completed Attachment 1 - Part B Indicator 15 Worksheet that is attached to this document (see Appendix). The Indicator 15 Worksheet provides a breakout of the number of findings of noncompliance and the timeline for correction grouped by monitoring priority areas and other topical, non-priority areas.

Table 15.1 below presents summary data regarding the number of findings of noncompliance identified in the 2008-2009 School Year and the number of corrections completed as soon as possible, but in no case later than one year from identification.

Table 15.1 Percent of Corrected Noncompliance for FFY 2008 (7/1/08 to 6/30/09)

School Year	Number of Findings of Noncompliance identified in FFY 2008 (7/1/08 to 6/30/09) (a)	Number of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification (b)	Percent of noncompliance corrected within one year of identification %=(b/a)*100
2008-2009	177	177	100.0%

The table above indicates there were 177 findings of noncompliance identified in FFY 2008 and all of the findings of noncompliance were corrected within one year of identification. Correction of the noncompliance was verified using both prongs of the verification process described in OSEP's 09-02 Memorandum. Each LEA was provided with documentation regarding identified instances of noncompliance which had to be corrected. The OPI monitoring staff worked closely with each LEA to verify that each identified instance was corrected and that any required training was completed. Following the completion of the correction activities, the OPI monitoring staff reviewed additional documentation provided by each LEA to verify that the LEA was demonstrating 100 percent compliance with the IDEA regulations.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data in Table 15.2 below is used to assess Montana's progress in meeting its performance target for FFY 2009. The performance target for this indicator is **100** percent of findings of noncompliance will be corrected within one year from identification.

Table 15.2 Montana Performance Target Status for FFY 2009

School Year	Number of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	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
2008-2009	177	177	100.0%	100.0%	**Met Target**

For FFY 2009, the percent of findings of noncompliance corrected within one year of identification is **100** percent and the performance target is **100** percent. Therefore, Montana **met** its performance target.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its target for this indicator. For FFY 2008 the OPI Special Education Division made 177 findings of noncompliance with the requirements of IDEA. As was noted above, all findings of noncompliance were corrected, and the correction was verified, no later than one year from the identification of the noncompliance.

During the 2008-2009 school year the OPI made minor revisions to its compliance monitoring process to ensure that the policies and procedures implemented were consistent with the guidance in OSEP's 09-02 Memorandum. The OPI continued to conduct on-site compliance monitoring activities which identified instances of non-compliance with the IDEA requirements. These identified instances of noncompliance resulted in findings for the LEAs and resulted in corrective action plans being issued to the LEA in question. Once correction of the identified instance of noncompliance was documented, each LEA was required to provide ongoing documentation of compliance with the identified regulation. Using this approach, the OPI was able to verify the correction of all identified

noncompliance as soon as possible and in no case more than one year from the date the noncompliance was identified.

In the FFY 2007 APR the OPI identified that five (5) findings of noncompliance identified during that fiscal year were not corrected within the one (1) year timeline. All of these findings were made within one LEA and the OPI worked closely with that LEA to ensure subsequent correction of those findings. Therefore, all findings of noncompliance identified during FFY 2007 were verified as corrected by the OPI during FFY 2008. The verification of the correction of this noncompliance took longer than one year because the LEA in question could not provide subsequent documentation that demonstrated 100 percent compliance with the IDEA regulations. The OPI worked closely with the LEA to provide ongoing technical assistance that did result in the LEA demonstrating 100 percent compliance with the regulations in question. This process was not completed during the one-year timeframe, but the verification of the correction of all instances of noncompliance was completed during the subsequent fiscal year.

The Montana Part B FFY 2009 SPP/APR Status Table issued by the OSEP to allow the OPI to provide clarifying information regarding this APR indicated that OSEP found the data provided for this indicator to be not valid or reliable. The OSEP made this determination based on a mistaken understanding of the data that were provided by the OPI. The status table indicated that the OPI reported 15 findings of noncompliance under Indicator 11 for FFY 2008. In fact, the OPI had reported 15 identified instances of noncompliance under Indicator 11 for FFY 2008. These identified instances of noncompliance were corrected and verified using the two prongs under the 09-02 Memorandum and resulted in the OPI issuing findings of noncompliance to six LEAs. The Indicator 15 Worksheet correctly showed the six findings of noncompliance. Under Indicator 12, the OPI reported that there had been 15 instances of noncompliance identified for FFY 2008. The OPI verified the correction of all identified instances of noncompliance and the LEAs ongoing compliance with the requirements of 34 CFR 300.124(b) within 90 days as required by OSEP Memorandum 09-02; therefore, no findings of noncompliance were issued. The OPI correctly reported 0 findings of noncompliance in its Indicator 15 Worksheet.

Improvement Activities Completed

1. Continue to use the monitoring tracking system to ensure timelines are addressed.

The Special Education Division used a compliance monitoring tracking system to clearly identify all incidences of noncompliance and subsequent findings of noncompliance for each LEA subject to compliance monitoring. In addition to the monitoring tracking system in use during FFY 2008, the OPI began development of a web-based monitoring record review system which will greatly improve the reliability of monitoring findings and reduce the amount of time it takes the OPI staff to ensure correction of monitoring findings.

2. Review status of LEAs' corrective actions on a monthly basis and report that status to the monitoring staff.

The School Improvement/Compliance Monitoring Unit Manager was responsible for reviewing LEA progress on meeting the requirements of any corrective actions on a monthly basis to ensure that all corrective actions are completed within the designated timelines and in no case more than one year from the date of identification.

3. Provide follow-up to LEAs to ensure they are moving toward completion of their corrective actions in the timeline given.

School Improvement/Compliance monitoring staff maintained frequent contact with the LEA throughout the compliance monitoring process. This allowed the compliance monitor to communicate

with the LEA regarding the LEA's progress toward completing the corrective action requirements and to be responsive to the needs of the LEA for technical assistance and/or training.

4. Implement sanctions, as appropriate, to ensure LEAs complete required corrective actions.

The OPI did not have to implement sanctions against any LEA during FFY 2008. All findings of noncompliance were corrected in a timely manner and in no case more than one year from the date of identification. In general, LEA staff continued to be very responsive to taking the required corrective action steps.

5. The OPI will revise its compliance monitoring procedures to ensure that all instances of noncompliance are identified and corrected in a timely fashion.

Consistent with the ongoing guidance provided by the OSEP relative to the requirements of the 09-02 Memorandum, the OPI continued to update its compliance monitoring procedures. The OPI developed a process that allows it to quickly and clearly identify all incidents of noncompliance with the IDEA regulations and to notify LEAs of these instances of noncompliance in a manner that allows them to be corrected quickly. This system also more clearly documents all incidents of noncompliance and their subsequent correction by the LEA.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2009	**100% of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.**

Actual Target Data for FFY 2009

Table 16.1 below presents target data on written, signed complaints for FFY 2009 (2009-2010 School Year). The data is taken from Section A of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act*.

Table 16.1 Written, Signed Complaints for FFY 2009

Table 7, Section A	Written, Signed Complaints	Number
(1.1)	Complaints with reports issued	4
(b)	Reports within timeline	4
(c)	Reports within extended timelines	0
%=[(b+c)/(1.1)]*100	**Percent of Complaint Reports Issued Within Timeline**	**100.0%**

The Montana Office of Public Instruction received six written, signed complaints for FFY 2009 with two of those complaints withdrawn or dismissed. Target data indicate the four remaining complaints had reports issued within the timelines.

Assessing State Progress in Meeting the FFY 2009 Performance Target

Table 16.2 Montana Performance Target Status For FFY 2009

School Year	Percent of Complaint Reports Issued Within Timeline	SPP Performance Target	State Performance status
2009-2010	100.0%	100.0%	**Met Target**

For FFY 2009 (2009-2010 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has **met** its performance target of 100 percent of written, signed complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

The OPI continued to receive a low number of written, signed complaints. Generally, the Early Assistance Program (EAP) communicates with the potential complainant to provide information on the OPI dispute resolution procedures and offer EAP services. If informal resolution is not achieved, the OPI discusses the options of filing a due process complaint or a state complaint. If the party selects the state complaint procedure, the office provides the model state complaint form for completion and filing. Also, information on procedural rights, including the state complaint procedure, is available on the OPI Web site. Montana's Administrative Rules require the OPI to issue a Final Report within 60 days of filing. The OPI Legal Division/EAP calendars and monitors the timelines for resolution, usually with the hearing officer. Extensions may be granted for exceptional circumstances related to the particular complaint or when the timeline was modified during the EAP process.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2009	**100% of adjudicated due process hearing requests will be adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**

Actual Target Data for FFY 2009

Table 17.1 below presents the target data for due process hearings fully adjudicated within the 45-day timeline or properly extended timeline for FFY 2009 (2009-2010 School Year). The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act*.

Table 17.1 Percent of Hearings Full Adjudicated Within Timeline for FFY 2009

Table 7, Section C	Due Process Complaints	Number
(3.2)	Hearings (fully adjudicated)	0
(a)	Decisions within timeline	0
(b)	Decisions within extended timeline	0
%=[(a+b)/(3.2)]*100	**Percent of hearings fully adjudicated within timeline**	**0.0%**

The Montana OPI received eight due process complaints. Of these, two were resolved without a hearing (Table 7, Section C, 3.4). Six due process complaints were pending at the end of FFY 2009. The OPI provides strong oversight of Montana's due process system and monitors each phase of the system to ensure compliance with all requirements, including all of the timeline requirements related to due process complaints.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that Occurred for FFY 2009

The OPI continued to receive a low number of due process hearing requests. Generally, the Early Assistance Program (EAP) communicates with the potential complainant to provide information on the OPI dispute resolution procedures and offer EAP services. If informal resolution is not achieved, the OPI discusses the options of filing a due process complaint or a state complaint. If the party elects to file a due process complaint the OPI issues an initial order with stated timelines. The OPI Legal

Division staff calendar and monitor the time frames. The OPI requires a written motion for extension from a party.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2009	**Given a minimum N of 10, 70% of resolution sessions will result in a written settlement agreement.**

Actual Target Data for FFY 2009

Table 18.1 below presents data for hearing requests that were resolved through resolution session settlement agreements for FFY 2009. The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act*.

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2009

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	3
(a)	Written settlement agreements	0
%=[(a)/(3.1)]*100	**Percent of hearing requests with settlement agreements**	**0.0%**

The Montana Office of Public Instruction had three hearing requests that went to a resolution session for FFY 2009. 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana continues to have very low numbers of hearing requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal hearing request. Guidance from the OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

(20 U.S.C. 1416(a)(3)(B))

Measurement:
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2009	**Based on the OSEP instructions, baseline or targets will not be established until the number of resolution sessions reaches 10 or greater.**

Actual Target Data for FFY 2009

Table 19.1 below presents the data on mediations held that resulted in mediation agreements for FFY 2009 (2009-2010 School Year). The data is taken from Section B of *Table 7- Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*.

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2009

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%**

For FFY 2009, the OPI had a total of four mediation requests. Two were related to due process and resulted in a written agreement and one mediation request was withdrawn or dismissed. One mediation request was pending at the end of FFY 2009. 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 reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana continues to have very low numbers of mediation requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal mediation request. Guidance from the OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as the number of mediations that result in agreements reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State-reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2009	**A. All reports will meet OSEP timelines 100% of the time.** **B. Reports submitted will be accurate 100% of the time**

Actual Target Data for FFY 2009

Montana used the Self-Scoring Data Rubric for Part B Indicator 20 to evaluate our performance in providing timely and accurate data for both the 618 data collection and APR indicators. Table 20.1 below is a summary table of the results taken from the scoring rubric. The Part B Indicator 20 Data Rubric is included with this document as part of the Appendix.

Table 20.1 Montana Score of Timely, Valid and Reliable Data for FFY 2009

APR Submission Score	618 Submission Score	Total Score	Indicator Percent
45	45	90	100.0%

For FFY 2009, the OPI submitted 618 data on or before the due dates for child count, personnel, education environment, exiting, discipline, assessment, and dispute resolution. Using the Part B Indicator 20 Data Rubric, Montana's percent for the submission of timely and accurate data is **100** percent.

All special education data collections are Web-based applications that are secure and require assigned user names and passwords to access. The electronic Web-based applications increase the

accuracy of the data collected by using built-in validation checks that minimizes the probability of reporting inaccurate data. The electronic data validation checks control the values that can be placed in the fields in order to minimize data entry errors (e.g., birthdates are checked against reported setting of service codes and disability categories). In addition, manual checks are conducted to detect anomalies and any inconsistencies with the data prior to reporting. The manual validation checks include the use of year-to-year comparisons to detect increases or decreases in data of 10 percent or more (with a minimum N of 10). The OPI contacts LEAs with significant changes or unusual findings to determine if errors in data collection or reporting occurred. All validation activities are documented, including any contact with LEAs or data changes for future reference. Further, procedures are in place within the data collection application to track LEA submission of the data to ensure that the data is complete and that all LEAs have submitted data by the collection due date.

The OPI provides a variety of ways for data providers to access guidance in reporting data. These include a comprehensive instruction manual for each application, on-line trainings either live or through the use of video-on-demand step-by-step training modules that walk the user through the application from beginning to end. In addition, a data dictionary containing written definitions of key terms is made available to all data providers. Further, OPI staff are available to provide assistance to LEAs throughout the reporting period.

Assessing State Progress in Meeting the FFY 2009 Performance Target

The data presented in Table 20.2 below is used to assess the state's progress in meeting its performance target for FFY 2009. The performance target for this indicator is twofold: A) all reports will meet OSEP timelines **100** percent of the time, and B) reports submitted will be accurate **100** percent of the time. The Part B Indicator 20 Data Rubric takes into account both timely submission and accurate data, providing a total score.

Table 20.2 Montana Performance Target Status for FFY 2009

Total Score	Indicator Percent	SPP Performance Target	State Performance Status
90	100.0%	100.0%	**Met Target**

For FFY 2009, the total score for submission of timely and accurate data is **100** percent and the established target is **100** percent. Therefore, Montana **has met** its performance targets for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009

Montana met its performance target of 100 percent for this indicator. Montana OPI staff continued their efforts to improve data collection and reporting.

In its Montana Part B FFY 2009 SPP/APR Status Table the OSEP indicated that Montana did not reach the 100 percent target for this indicator because the data regarding Indicator 13 and Indicator 15 were not valid. The OPI does not agree with this finding. The data reported for Indicator 13 and Indicator 15 are valid and are based on the state monitoring data as allowed under OSEP's Part B SPP/APR Indicator/Measurement Table.

Improvement Activities Completed

1. **All special education data collections continue to be available for electronic submittal over the internet.**

All special education data collections are Web-based applications that are secure and require assigned user names and passwords to access. The electronic Web-based applications increase the accuracy of the data collected by using built-in validation checks that make reporting inaccurate data

more difficult to do. The electronic data validation checks control the values that can be placed in the fields in order to minimize data entry errors (e.g., birthdates are checked against reported setting of service codes and disability categories). In addition, manual checks are conducted to detect anomalies and any inconsistencies with the data prior to reporting. The manual validation checks include the use of year-to-year comparisons to detect increases or decreases in data of 10 percent or more (with a minimum N of 10). The OPI contacts LEAs with significant changes or unusual findings to determine if errors in data collection or reporting occurred. All validation activities are documented, including any contact with LEAs or data changes for future reference. Further, procedures are in place within the data collection application to track LEA submission of the data to ensure that the data is complete and that all LEAs have submitted data by the collection due date.

In addition to the data validation procedures listed above, the OPI implemented the Special Education Module of the AIM system during FFY 2009. As this system was rolled out to the LEAs, training was provided to LEA staff to ensure accurate information was entered into the system. The OPI will be conducting dual data collections to allow for validation studies to compare data collected through the traditional methods with the data drawn from the AIM system to ensure the new data source provides valid and reliable data.

2. The OPI will implement a Web-based SIS, DW and SERIMS

The Office of Public Instruction (OPI) completed the fourth year of implementation of the statewide student information system, Achievement in Montana (AIM). This system is the general education record system that collects census, demographic and assessment data for all students. The Special Education Module is a tool within the AIM system that was developed by the special education division staff in collaboration with the software vendor. This module contains all special education forms and will serve as the data collection tool for special education. During 2009-2010, Special Education Division staff provided training to Montana educators on the use of the Special Education Module. This training was completed during the 2009-2010 school year. Beginning in March 2010, all Montana LEAs were required to use the Special Education Module for all documentation.

3. Technical assistance and training will be provided to LEAs to ensure they understand how to submit their data.

The OPI provides a variety of ways for data providers to access guidance in reporting data. These include a comprehensive instruction manual for each application, on-line trainings either live or through the use of video-on-demand step-by-step training modules that walk the user through the application from beginning to end. In addition, a data dictionary containing written definitions of key terms is made available to all data providers. Further, the OPI staff is available to provide assistance to LEAs throughout the reporting period.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009
[If applicable]

Revision to Improvement Activity: Activity 2. The OPI will implement a Web-based SIS, DW and SERIMS was revised to read: The OPI will update data collection tools to use data collected through the AIM system. The OPI fully implemented the AIM system during the 2009-2010 school year. The next step is for the OPI to begin using this data system for providing timely and valid data to the Department of Education. The OPI will begin developing validation procedures to ensure data collected through the AIM system provide accurate reporting.

Attachment 1

PART B INDICATOR 15 WORKSHEET

In completing the worksheet, the number recorded in column (b) cannot exceed the number recorded in column (a). If the number in column (b) exceeds column (a) the column (b) cell will turn red.

This worksheet calculates the percent of noncompliance corrected within one year of identification. The self-calculating cells are highlighted in gray. Be careful not to enter data into these cells because the calculations will not work properly.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	3	3
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	34	64	64
	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	16	27	27
	Dispute Resolution: Complaints, Hearings	0	0	0

9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	6	6
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	24	44	44
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	32	32
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			177	177
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			**(b) / (a) X 100 =**	**100.00%**

Note: To add more rows for Other areas of noncompliance, highlight row 32, right click and choose Insert.

Repeat - there are now two new rows. Highlight rows 26 and 27. Copy these rows.

Highlight rows 28 and 29. Paste. Following these steps will allow the calculation to work correctly.

Attachment 2

FFY 2009 APR (Montana)

SPP/APR Data - Indicator 20			
APR Indicator	**Valid and Reliable**	**Correct Calculation**	**Total**
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	40
APR Score Calculation	**Timely Submission Points** - If the FFY 2009 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

618 Data - Indicator 20					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Data Note Requests**	**Total**
Table 1 - Child Count Due Date: 2/1/10	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/10	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			**Grand Total** (Subtotal X 2.143) =		45.00

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	45.00
C. APR Grand Total (A) + 618 Grand Total (B) =	90.00
Total N/A in APR	0
Total N/A in 618	0
Base	**90.00**
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.143 for 618

APR Template – Part B (4)

MONTANA
State

Attachment 3

OVERVIEW OF MONTANA'S STATEWIDE PERFORMANCE FOR FFY 2009

Part B - State Performance Plan Indicators	State FY 2008	State FY 2009	State FY 2010	State FY 2011
1 - Graduation Rates	Met	Met	Not Met (76.8%)	Not Met (74.9%)
2 - Dropout Rates	Met	Met	Met	Met
3A - AYP Objectives	Met	Met	Not Met (8.8%)	Not Met (17.8%)
3B.1 - Participation Rates in Reading	Met	Met	Met	Met
3B.2 – Participation Rates in Math			Met	Met
3C.1 - Proficiency Rates in Reading	Met	Met	Met	Met
3C.2 – Proficiency Rates in Math			Not Met (27.8%)	Not Met (30.1%)
4A - Suspension and Expulsion Rates	Met	Met	Met	Met
4B - Suspension and Expulsion Rates by Race/Ethnicity				
5A - Served in Reg Class > 80% of the day	Met	Met	Met	Met
5B - Served in Reg Class < 60% of the day	Met	Met	Met	Met
5C - Served in separate schools	Met	Met	Met	Met
6 - Preschool Settings				
7 - Preschool Outcomes				Met
8 - Parents Report School Facilitated Involvement	Met	Met	Met	Met
9 - Disproportionality - Race/Ethnicity	Met	Met	Met	Met
10 - Disproportionality - Disability	Met	Met	Met	Met
11 - Evaluations within 60 Days (100%)	Not Met (83.1%)	Not Met (91.1%)	Not Met (90.1%)	Not Met (97.2%)
12 - Part C to Part B Transition (100%)	Not Met (58%)	Not Met (71.5%)	Not Met (70.5%)	Not Met (82.9%)
13 - Coordinated, measurable, annual Transition Goals (100%)	Not Met (63.6%)	Not Met (62.1%)		
14 - Post-school Outcomes		Met		
15 - General Supervision (100%)	Not Met (97.9%)	Not Met (96.6%)	Met	Met
16 - Resolved Written Complaints within 60 Days (100%)	Met	Met	Met	Met
17 - Hearing Requests Adjudicated within 45 days (100%)	Met	Met		
18 - Resolution Session Settlement Agreements				
19 - Mediation Agreements				
20 - Timely, Valid, and Reliable Data (100%)	Met	Met	Met	Met