

MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 5

Percent of children with IEPs aged 6 through 21 (Least Restrictive Environment).

Narrative Description of Indicator

Indicator 5 consists of three subindicators, 5A, 5B and 5C.

This site does not show breakdowns by race, ethnicity, age and gender. Those breakdowns are shown in the Maryland Census Report. To view the Maryland Census Report click (or Ctrl + Click) [here](#) View Census Report.

- 5A - Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day.
- 5B - Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.
- 5C - Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

Other Data for this Indicator

[View Indicator 5A](#) - Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5A is the percent of students with disabilities, ages 6-21, who are removed from regular education less than 21 percent of the day. Maryland recorded 59.60% of such students receiving special education in the regular environment, exceeding its 2005 State target of 57.75%. This represents an increase of 2.35% over the 2004 baseline year. Local school systems report a greater use of co-teaching and professional development, made possible, in part, by MSDE DSE/EIS grants.

[View Indicator 5B](#) - Least restrictive environment means that, to the maximum extent appropriate, students with IEPs, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5B is the percent of students with IEPs, ages 6-21, who are removed from regular education greater than 60% of the day. Maryland recorded 16.86% of such students in this category, exceeding its 2005 State target of 17.47%. This represents a decrease of 0.61% over the 2004 baseline year. Local school systems report the decrease is due to the greater use of inclusion, and collaboration and planning between special and

regular educators, made possible, in part, by MSDE DSE/EIS grants.

[View Indicator 5C](#) - Least restrictive environment means that, to the maximum extent appropriate, students with IEPs, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5C is the percent of students with IEPs, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements. Maryland recorded 7.89% of such students receiving special education in these environments, above its 2005 State target of 7.67%. This represents slippage of 0.22% over the 2004 baseline year. An analysis of Maryland's 24 local school systems 2005 performance data shows four LSSs did not meet the target set by the State for placement in separate facilities. Two were just below the target and two were significantly below the target. Maryland continues to maintain a continuum of services that utilizes separate public and private day settings more frequently than other states. This is reflected in the State's data; when compared nationally, Maryland ranks in the bottom quarter of states by a high percentage of student's in such settings (national baseline is 3% for this category). If Maryland is to successfully address this category of placement, it first needs to study IEP team decision making and local practices to identify all contributing factors.