



## MSDE Public Website of State Performance Plan Results

### State Results Special Education

Maryland: Indicator 20

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

### Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	96.4%	-	-	-	-	-	-
State Target:	-	100%	100%	100%	100%	100%	100%
State Results:	-	100% Target Met	100% Target Met	-	-	-	-

### Narrative Description of Indicator

MSDE completed all activities with the exception of those marked annually or ongoing.

The data system incorporates a variety of information from other MSDE offices. MSDE procedures for data collection are clearly delineated in MSDE data collection manuals to address the specific data collection and reporting requirements of the Department. The Division collaborates with staff members from the Division of Accountability and Assessment, Division of Instruction, and the Division of Student, Family and School Support to collect, disaggregate, analyze, report, and/or develop new data collections, as determined appropriate, to ensure data on students with disabilities required in accordance with IDEA are accurate, valid, and reliable.

These collaborations include the following:

- When it was realized that the data collection form for Indicator 13 originally distributed at the June data managers meetings was not designed to accurately collect all data elements, the form was revised and sent to local school systems and public agencies on August 3, 2007. MSDE will collaborate with staff responsible for the collection of data for Indicator 13 to assure the correct form was used by each local school system and public agency.
- MSDE will distribute to staff responsible for each Indicator the OSEP Indicator 20 Scoring Rubric. Staff will be required to sign off that data collected from local school systems and public agencies is timely and accurate.
- MSDE continues to develop and refine the Part B Report Writer System. The system will be incorporated into mdssis.org as a means of maintaining static data sets to compare and contrast special education data. The process for comparison and contrast of special education data to other MSDE data will be completed during the 2007-2008 school year using the New Maryland's Statewide Longitudinal Data Systems. MSDE has implemented the use of a unique student identifier for each student. This is supported by a grant program from the National Center for Education Statistics and U.S. Department of Education Institute of Education Sciences.
- Local school systems complete cross-referenced documentation between special education data collection and other required state data submissions, including attendance, enrollment, suspension & discipline, and post-graduation data. Refer to Indicator 4 for additional details.
- Maryland measures academic progress on state assessments. Local school systems have the capacity to disaggregate MSA, HSA and Alt-MSA data for students with disabilities at the student level. The capability of online data analysis allows a user to view special education data side by side with general education data on the public MSDE State Report Card on the MSDE website. Each agency's data are linked at the State, school system, and school level. The md.k12 website is available to assist schools and other interested parties to analyze state assessment data and guide them in making data-based instructional decisions that support improved performance for all students. Refer to Indicator 3 for additional details.

Data on students with disabilities is located in different data collection sets. The access to newly collected disaggregate data on students with disabilities has allowed for the cross-referencing of data reports between different data sets. Presently relational links are being developed for:

- Maryland School Assessment (MSA) data relative to content areas, grade, and type of assessment in relationship to least restrictive environment data on students with disabilities. At present MSDE is testing the ability to match the Division's Special Services Information System data collection on students with disabilities (which generates least restrictive environment data) with the MSA data collection system. The links are presently based on several algorithms and direct matches and student identifiers. Please refer to Indicators 3 and 5 for additional information.
- Report of student participation and performance in Statewide assessments under NCLB. Please refer to Indicator 3 for additional information.
- Comparison of Section 618 data on students with disabilities exiting special education to general education data collections as compared to the number of students with disabilities exiting as high school graduates and dropouts. MSDE was able to complete this transaction electronically using the 2006-2007 Special Services Information System exit data and the 2006-2007 general education end of year attendance data. This process will be used to check the validity of data reported in Indicator 2. The MSDE compared the numbers of student who exited with diplomas, certificates, and dropouts in both data sets. A letter was sent to each local school system and public agency showing discrepancies in exit categories and explaining that with the implementation of the Unique Student ID these data sets are expected to match.
- Linkage of data from the Maryland Infants and Toddlers Program data collection on children, birth to three years old, to Special Services Information System for students with disabilities, ages three through 21 years old. MSDE has added additional fields to the Special Services Information System to track the transition of children served under Part C into services for children under Part B at age 3. It was realized that the additional data fields did not provide the required cumulative data; therefore MSDE used Excel forms for the collection of data for Indicator 12 for the 2005-2006 school year. MSDE will continue to collect data on children served under Part C transitioning into Part B using Excel forms through the 2007-2008 school year. MSDE is researching the feasibility of utilizing a web-based data system to report these data. It is expected that this change will result in enhancements to the data system that would allow for collection of cumulative data through mdssis.org. MSDE will utilize the Unique Student ID to compare these data sets since Unique Student IDs will also be assigned to children 0-2 years old. Please refer to Indicator 12 for additional information.

Local school systems and public agencies special education data collection elements are collected as a part of the daily information management for all students. Department of Juvenile Services (DJS), Adult Correction Education (ACE), and Maryland State Department of Education Juvenile Correctional Education Program (MSDE/JCEP) provide reports on data entry forms and do not currently have access an electronic web-based management system. ACE and MSDE/JCEP were trained to utilize the Maryland Online IEP and for security reasons they were unable to implement. DJS has begun using the Maryland Online IEP. Not later than July 1, 2008 ACE and MSDE/JCEP will be required to use a web-based IEP system.