



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 3

Participation and performance of children with disabilities on statewide assessments.

Results of Indicator 3A

Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

Results

State of Maryland Target:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Reading:	-	-	-	-	-	-	-
Math:	-	-	-	-	-	-	-
Overall:	-	29%	33%	38%	50%	54%	58%

State of Maryland Baseline:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Reading:	42%	-	-	-	-	-	-
Math:	37.5%	-	-	-	-	-	-
Overall:	29%	-	-	-	-	-	-

State of Maryland Result:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Reading:	-	21%	38%	-	-	-	-
Math:	-	58%	50%	-	-	-	-
Overall:	-	21%	38%	-	-	-	-

Narrative Description of Indicator

Indicator 3 - Participation and performance of children with disabilities on statewide assessments.

Introduction to Indicator 3. Maryland's statewide assessment results reported under Indicator 3 is the assessment used to meet the federal No Child Left Behind (NCLB) Act requirements. Maryland's academic performance data for reading and mathematics for all students and student subgroups, including students with disabilities, is located on the State website, www.mdreportcard.org. Each of the access points provides disaggregated data for student subgroups in reading and mathematics and includes trend data. Indicator 3 reported for the FFY 2005-2006 and FYY 2006-2007 testing cycle is also reported on this site -- MSDE Public Website of State Performance Plan Results -- by school system, by grade level and by content area for reading and mathematics. *Proficiency for Indicator 3 reports the aggregate of students scoring at the proficient and advanced levels. Proficiency for Indicator 3 also includes performance on the MSA and Alt-MSA tests.* Maryland targets for performance for students with disabilities on statewide assessments are the same for all students and student subgroups. Therefore, there are no anticipated changes in Annual Measurable Objectives (AMOs), Adequate Yearly Progress (AYP) guidelines, or standards for participation rates for Indicator 3. Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland School Performance Program (MSPP) performance standards were determined through deliberative processes by educators with involvement of critical stakeholders such as the legislators and members of the business community. The State Board of Education adopted all standards.

Indicator 3 consists of three sub-indicators 3A, 3B and 3C.

- 3A - Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- 3B - Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- 3C - Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Other Data for this Indicator

[View Indicator 3A](#) - The target for Indicator 3A was to increase the percent of LEAs that have a disability subgroup that meets Maryland's minimum "n" size meeting the State's AYP objectives for progress for the disability subgroup. All of Maryland's 24 LEAs met the minimum "n" subgroup of equal to or greater than five. The target for meeting AYP for the FFY 2006 was to increase the number of LEAs from a baseline of 29%. 2007 data indicate 38% of LEAs (9 of 24) met AYP in special education for BOTH reading and math. This was progress for two (2) school systems despite the increase in State AMOs. Another positive note is that 12 out of 24 LEAs (50%) did make AYP for special education in mathematics while 9 out of 24 LEAs (38%) met AYP in reading. Thus, for meeting AYP for both reading and mathematics LEAs exceeded the overall State AYP target for students with disabilities.

[View Indicator 3B](#) - The State target for participation that applies to all students and student subgroups will remain 95%. Participation of students with disabilities for the 2006-2007 State testing continues to exceed the 95% standard for all tested Grade levels -- 3 through 8 and for the Grade 10/end-of-course assessments. All Maryland students with disabilities [except a limited number with exemptions] participate in either the Maryland School Assessment (MSA) or the Alternate MSA using alternate achievement standards. Maryland does not administer out of grade level testing. There is also an appeals process for a Modified-MSA. The appeals process allows for adjustments to school level performance for a designated group of schools but does not change individual student performance levels. The appeals process for the MSA, including end-of-course assessments in Algebra/Data Analysis and English is scheduled to be replaced by a modified assessment (alternative assessment based on modified academic achievement standards) for students with disabilities that will assess students against grade level content standards (3.B.d and 3.C.d).

[View Indicator 3C](#) - Maryland's statewide assessment results reported under Indicator 3C for the FFY 2006-2007 testing is the assessment used to meet the federal NCLB requirements. Indicator 3C reports the aggregated proficiency rate for children with IEPs (Individualized Education Programs) against grade level standards (MSA) and alternate achievement standards (Alt-MSA). The Alt-MSA is the Maryland assessment for students with significant cognitive disabilities -- if through the IEP process it has been determined they cannot participate in the Maryland School Assessment even with accommodations. Students with disabilities in Grades 3-8 and 10 must participate in either MSA or Alt-MSA.

Indicator 3C, proficiency rates, although showing progress at nearly every grade level for students with IEPs in reading and mathematics across assessed grades did not make sufficient progress to meet all of the Maryland performance targets. Targets were met in Grade 3 reading. However, each of the assessed grades demonstrated improved performance over the baseline year.

The 2007 data show an increase in the proficiency/advanced levels for the Alt-MSA test takers when compared to last year's Alt-MSA results. In mathematics, 466 additional students scored proficient while in reading 609 additional Alt-MSA test takers reached proficiency.

Results reported on this website vary by local school system with rates of proficiency levels and progress in meeting annual performance targets unique to each of the 24 LEAs. Maryland standards are divided into three levels of achievement with proficiency for Indicator 3C including both Advanced and Proficient levels:

- Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- Proficient is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- Basic is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

The Indicator 3C performance levels reflect students that score in both the proficient and advanced levels as a result of taking the MSA and Alt-MSA tests.