



## 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%	46%	-	-	-
Math:	-	58%	50%	46%	-	-	-
Overall:	-	21%	38%	38%	-	-	-

### Narrative Description of Indicator

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](http://www.mdreportcard.org). Each of the access points provides disaggregated data for student subgroups in reading and mathematics and includes trend data. Assessment data used for reporting on the proficiency of students with disabilities for Indicator 3 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. 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](#) - Maryland met its target for Indicator 3A. The target for Indicator 3A is to increase the number of local school systems making AYP from a baseline of 29% (or 7 of 24 local school systems) for FFY 2007. Results showed that 38% of local school systems (9 of 24) met AYP in special education for both reading and math for the special education subgroup. This is consistent with FFY 2006 progress with 9 systems making AYP for both reading and math. Eleven out of 24 local school systems (46%) made AYP for special education in mathematics. Eleven out of 24 local school systems (46%) met AYP in reading, an increase of two local school systems from 9 local school systems in FFY 2006. Although each content area indicates 11 out of 24 local school systems, the local school systems making AYP in each content area were not necessarily the same local school systems. Thus, for meeting AYP in both reading and mathematics, local school systems MET the overall AYP for the special education subgroup. This is especially commendable since the "n" size for student accountability in Maryland is 5 or more students with disabilities.

[View Indicator 3B](#) - The participation of the special education subgroup in Statewide assessments continues to exceed the 95% target for all tested grade levels - grade 3 through 8 and grade 10/end-of-course assessments. All Maryland students with disabilities participated in either the Maryland School Assessment (MSA), the Alternate MSA (Alt-MSA), or the modified High School Assessment (Mod-HSA) except for a limited number of nonparticipants. Maryland does not administer out of grade level assessments. There is now a Modified High School Assessment at grade 10 for English and Algebra/Data Analysis. There is also an appeals process for a modified-MSA (Mod-MSA) and modified-HSA (Mod-HSA). The appeals process allows for adjustments to school level performance for a designated group of schools and does not change individual student performance levels.

[View Indicator 3C](#) - The proficiency rates, although showing progress at every grade level for the special education subgroup in reading and mathematics across all assessed grades, children with IEPs did not make sufficient progress to meet each of Maryland's targets. Maryland's special education subgroup met the Grade 3 reading and the Grade 10 High School algebra/data analysis target. Also, the special education subgroup continues to make greater rates of growth in all assessed grades in reading and mathematics when compared with the rates of growth for the performance of general education students. The table above displays the overall percentages of children with IEPs that achieved proficient/advanced, by grade levels and by content areas, from FFY 2004 through FFY 2007.

In FFY 2007, Maryland again showed an increase in the proficient/advanced levels for the Alt-MSA test takers when compared to last year's Alt-MSA results. In mathematics, 190 additional students scored proficient, while in reading, 213 additional Alt-MSA test takers reached proficiency. This may be attributed to the improved understanding and additional technical assistance provided by the State to local school systems on how to use the increasingly rigorous scoring rubric and the revised Maryland Accommodations Manual. Professional development materials were developed to explain and illustrate errors in artifact submission resulting in condition codes. All professional development was provided to Alt-MSA Facilitators and nonpublic school representatives, who in turn disseminated the professional development sessions to test examiners in local school systems and nonpublic schools through turn-around training sessions. Although there has not been slippage when performance is compared to baseline results by grade level in reading or mathematics for the special education subgroup, increased efforts will be made to improve student performance.

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 local school systems.