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 the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the 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%	20%	-	-
Math:	-	58%	50%	46%	28%	-	-
Overall:	-	21%	38%	38%	20%	-	-

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. 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 the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- 3B - Participation rate for children with IEPs.
- 3C - Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Other Data for this Indicator

View Indicator 3A - Maryland did not meet 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% (7 of 24 local school systems) for FFY 2008. Results showed that 20% (5 of 25 of local school systems) met AYP in special education for both reading and math for the special education subgroup. Although slippage occurred for FFY 2008 the special education subgroup made progress in local school systems across the State; however, the rate of improvement is not consistent with the increasing Annual Measurable Objectives. Increased efforts will be made to improve student performance and thereby increase the number of local school systems that make AYP for the special education subgroup. The Division of Special Education/Early Intervention Services (DSE/EIS) continues to award achievement grants that support evidence-based practices and support local school system outreach through funded discretionary grants to accelerate performance of the special education subgroup.

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. Maryland implemented the Modified High School Assessments (Mod-HSA) in 2008; consequently, appeals can only be submitted for students with disabilities in high school who were administered their last HSA in algebra/data analysis and/or English in January 2008 or earlier. There is an appeals process for the Modified-MSAs (Mod-MSA). 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 of children with IEPs, although showing progress in most grade levels for the special education subgroup in reading and mathematics across all assessed grades, did not make sufficient progress to meet each of Maryland's targets.
In mathematics, every grade level showed progress except for grade 3 and grade 10/end-of- course. In reading, every grade level showed progress except for grade 4. The special education subgroup is making progress in local school systems across the state; however, the rate of improvement is not improving at the same rate as the increasing Annual Measurable Objectives. 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 preceding table displays the overall percentages of children with IEPs that achieved proficient/advanced, by grade levels and content areas, from FFY 2004 through FFY 2008. It is important to note, in every grade assessed, the special education subgroup has shown significant progress since the baseline year of FFY 2004.

In FFY 2008 Maryland showed a decrease in the proficient/advanced levels for the Alt-MSA test takers when compared to last year's Alt-MSA results. In mathematics, 494 additional students scored basic, while in reading, 200 additional Alt-MSA test takers scored basic. This fluctuation may be attributed to the use of an increasingly rigorous scoring rubric for reading and mathematics content found in the State Curriculum. Artifacts developed to align the mastery objectives to the State Curriculum for the Alt-MSA portfolio demonstrated a lack of test examiner understanding in the content areas of reading and mathematics. Professional development materials were developed and disseminated to explain and illustrate errors in artifact submission resulting in condition codes. Content Guidance documents were developed, disseminated and posted on the State's website. Alt-MSA online professional development modules are being developed to address the Alt-MSA instruction and assessment process. Professional development on the Alt-MSA process and reading, mathematics and science content areas was provided to the Alt-MSA facilitators and nonpublic school representatives, who in turn disseminated the professional development session content to test examiners in local school systems and nonpublic schools through turn-around training sessions.

Additional improvement activities are being incorporated to improve academic performance. These activities are described below:

- To improve the achievement of students with disabilities, Maryland has initiated a systemic co-teaching initiative. A Co-Teaching Framework including a vision, mission, and a State definition of co-teaching was developed to promote a common language and quality implementation of effective practices to be implemented with fidelity across the State. This co-teaching effort emphasizes capacity building at the local school system and school level for both general and special education administrators and teachers. In addition, co-teaching provides the opportunity for students with disabilities to not only have greater access to the general education curriculum, but to have instruction provided by highly qualified content area teachers in the least restrictive environment. Co-teaching is not being presented in isolation, but as a differentiation implementation strategy based upon the framework provided by universal design for learning principles. Professional development regarding the use of formative assessments to identify learner needs, universal design principles, and differentiated instruction will be provided to both general and special educators to enhance instructional delivery for improved student achievement.
- In FFY 2008 Maryland conducted Mod-MSA Regional Trainings for local school systems and nonpublic school representatives for students with disabilities enrolled in grades 6-8. The Mod-MSA Regional Training participants included Directors of Special Education, Individualized Education Program Team chairperson, principal or principal designees, Local Accountability Coordinators and School Test Coordinators. All professional development was provided to Mod-Assessment Facilitators, who disseminated the training information to applicable school-based personnel related to the administration of the Mod-MSA. Professional development materials were developed to provide training participants an understanding of

the eligibility requirements for students with disabilities participation in the Mod-MSA. On-going technical assistance will continue to be provided to local school systems and nonpublic school representatives for the Mod-MSAs and Mod-HSAs.

- Provide technical assistance and professional development to local school systems (LSSs) and nonpublic schools on instruction and assessment in reading, mathematics and science as found in the State Curriculum. Continue monthly Alt-MSA Facilitator meetings (a representative from each local school system attends) to provide guidance and support in the Alternative and Modified Assessments.
- To improve the achievement of students with disabilities, technical assistance will be provided to local school systems regarding the eligibility requirement for participation in the Alternative and Modified Assessments.

Develop revised Content Guidance Documents to include comprehensive understanding of Maryland Content Standards in reading, mathematics and science.

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, Mod-MSA and Alt-MSA tests.