

## 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 A for the disability subgroup.

### Results

#### State of Maryland Target:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Reading:	-	-	-	-	-	-	-	-	-
Math:	-	-	-	-	-	-	-	-	-
Overall:	-	29%	33%	38%	50%	54%	58%	50%	50%

#### State of Maryland Baseline:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
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	2011/12	2012/13
Reading:	-	21%	38%	46%	20%	32%	-	-	-
Math:	-	58%	50%	46%	28%	36%	-	-	-
Overall:	-	21%	38%	38%	20%	24%	-	-	-

### 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 subgroups, including students with disabilities, is located on the State website, [www.mdreportcard.org](http://www.mdreportcard.org). Each of the access provides disaggregated data for student subgroups in reading and mathematics and includes trend data. Assessment data reporting on the proficiency of students with disabilities for Indicator 3 is also reported on this site -- MSDE Public Website Performance Plan Results -- by school system, by grade level and by content area for reading and mathematics. Proficiency Indicator 3 reports the aggregate of students scoring at the proficient and advanced levels. Proficiency for Indicator 3 also 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 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 in FFY 2009. The goal of Indicator 3A is to increase the number of local school systems making AYP to the target of 50%. Results showed that 24% (6 of 25 local school systems) met the target in special education for both reading and math for the special education subgroup. In addition, 9 of 25 districts (36%) met the target in mathematics (up from 20% in FFY 2008) and 8 of 25 districts (32%) met AYP for reading (up from 28% in FFY 2008); however, the rate of improvement is not consistent with the increasing Annual Measurable Objectives. As we move closer to the target No Child Left Behind of 100% proficiency by 2014, Maryland has to increase the targets each year to move students closer to the 100% target. Although students with disabilities are making progress, (This is especially commendable since the "n" size for student accountability in Maryland is 5 or more students with disabilities), their progress is not advancing at the same rate as the increasing targets each year.

Increased efforts will be made to improve student performance and increase the number of local school systems that make the special education subgroup. The Division of Special Education/Early Intervention Services (DSE/EIS) continues to award discretionary grants that support evidence-based practices and support local school systems to accelerate academic performance of the special education subgroup. To improve the achievement of students with disabilities, through Maryland's State Performance Development Grant, Maryland has initiated a systemic co-teaching initiative. A Co-Teaching Framework including vision and mission statements, 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 to improve the achievement of students with disabilities.

Currently 7 local school systems and 25 schools currently participate in the Co-Teaching Network Cohort. The systems were identified based on the interest of each of the Local School System's Assistant State Superintendent for Instruction in collaboration with the Director of Special Education. These individuals agreed to participate in a systems change initiative involving co-teaching as a high leverage strategy for addressing the needs of students with disabilities. The schools within the participating school systems were identified based upon their "improvement status" as a collaborative effort to support Maryland's Statewide Support-Breakthrough Center. The focus of this cohort group is to build system capacity.

[View Indicator 3B](#) - The participation of the special education subgroup in Statewide assessments continues to exceed the target for all tested grade levels - grades 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), the modified Maryland School Assessment (Mod-MSA) or the modified High School Assessment (Mod-HSA) except for a small number of nonparticipating Maryland students who do not administer out of grade level assessments. Maryland implemented the Modified High School Assessment (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.

[View Indicator 3C](#) - The proficiency rates of children with IEPs, although showing progress in most grade levels for the special education subgroup in Mathematics, did not make sufficient progress to meet each of Maryland's targets. In Mathematics, the special education subgroup showed progress except for grade 8 and grade 10/Algebra/Data Analysis end-of-course.

In Reading, the proficiency rate of students with IEPs improved in middle school grades 6,7 and 8. A slippage of 1 to 2 percentage points occurred in grades 3, 4, 5, and 10. Overall in Reading, the special education subgroup did not make sufficient progress to meet each of Maryland's targets. The rate of improvement is not advancing at the same rate as the increasing Annual Measurable Objectives.

In FFY 2009, Maryland showed a decrease in the number of students who scored at a basic level for the Alt-MSA test takers compared to last year's Alt-MSA results. In mathematics, 815, or 17.66%, of those students designated to take the Alt-MSA scored at a basic level. This is compared to 1069, or 29.96%, in 2008. In reading, 556, or 12.05%, scored at a basic level compared to 776, or 16.74%, in 2008. This improvement may be attributed to the Alt-MSA Professional Development Modules released by the MSDE. Through audio, video and narrative text, these modules demonstrate how to select Mastery Objectives for students, create lesson plans and develop assessment tasks for a wide range of grade and functional levels. The four modules include an overview of the Alt-MSA and alternative assessment strategies, and individual modules are devoted to the content areas of science, reading and mathematics. They provide valuable tools, such as links to downloadable lesson plans, artifacts, templates and other resources that teachers can use to implement the instructional and assessment strategies with their students. Ms. Holbrook continues to develop and disseminate technical assistance materials to explain the Alt-MSA instruction and assessment process. Specific materials were developed to illustrate errors in artifact submission resulting in condition codes with examples of artifacts with condition codes and examples of exemplar artifacts with detailed explanations. Content Guidance documents were updated and posted on the State's website to reflect issues in content understanding from the previous year's scoring process. The Division provided additional professional development on the Alt-MSA reading, mathematics and science content areas to the Alt-MSA Facilitators and nonpublic school representatives, who in turn disseminated the professional development session content to 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:

- In 2010, the Department convened an Accommodations Committee consisting of stakeholders from across the State to review and make recommendations for revising the Maryland Accommodations Manual in Fall of 2011. The Division co-chaired this committee. Representatives from the Division and DAA are participants on the Council for Chief State Superintendent Offices (CCSS), Assessing Special Education Students (ASES) Committee; Accommodations Workgroup reviewing the National Accommodations Manual. Information obtained from the workgroup will be used to assist Ms. Holbrook in revising the Maryland Accommodations Manual.
- In FFY 2009 Maryland conducted Regional Trainings for local school systems and nonpublic school representatives regarding the Mod-MSA and students with disabilities enrolled in grades 3-5. The Mod-MSA Regional Training participants included Directors of Special Education, Individualized Education Program Team chairpersons, principal or principal designee, Accountability Coordinators and School Test Coordinators. All professional development was provided to Mod-MSA 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. Ongoing technical assistance regarding Mod-MSAs and Mod-HSAs for students with disabilities will continue to be provided to local school systems and nonpublic school representatives.
- Online Alt-MSA Professional Development modules were developed and released in 2009 with updated sections added including students with the most significant cognitive disabilities. The modules take the best practices of successful alternate assessment teachers and make them accessible to all teachers in the state. Using video, the training includes real special educators and their students in narrative case studies. Through audio, video and narrative text, these modules demonstrate how to select Mastery Objectives for students, create lesson plans and development assessment tasks for a wide range of grade and functional levels. The four modules include an overview of the Alt-MSA and alternative assessment strategies, and individual modules are devoted to the content areas of science, reading and mathematics. They provide valuable tools, such as links to downloadable lesson plans, artifacts, templates and other resources, that teachers can use to implement the instructional and assessment strategies with their students.
- Technical assistance and professional development was provided to local school systems (LSSs) and nonpublic schools regarding instruction and assessment in reading, mathematics and science as found in the state curriculum. Monthly Alt-MSA Facilitator meetings (a representative from each local school system attends) continue to provide guidance and support the assessment process.
- 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.
- The Division set the stage for standards-based reform during the 2009 Special Education Leadership Conference. Ms. Holbrook, National Consultant, was a guest speaker. Ms. Holbrook provided special education leadership from across the State with information designed to lay the groundwork for applying standards to the development of IEP goals. Ms. Holbrook has since been hired as a consultant with the Division to develop professional development modules for teachers to access on the Maryland State website in order to provide a consistent uniformed training on writing standards-based IEPs across the State. She continues to work with the Division on refining the modules with Maryland's adoption of the Core Standards. The modules are scheduled for release in Fall 2011.

- Maryland began a pilot of the Maryland IEP Quality Indicator Scale (IQUIS), a rubric designed to evaluate the quality of IEPs that are written in Maryland. Through the result of the evaluation of Maryland's IEPs, targeted professional development can be geared toward the needs of local school systems, local schools and individual teachers with the goal of being able to improve the quality of those IEPs and to improve the achievement of students with disabilities. At the end of the pilot program, results from the 5 participating local school systems will be evaluated and trends identified in or among those local school systems to target professional development to areas of need. Revisions to the IQUIS document, based on feedback from pilot participants, will be made in July 2011. The results of the pilot will be shared with all local system directors of special education at the annual Leadership Conference in September 2011 and the revised IQUIS document will be shared at that time.