



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 AMO targets 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%	50%	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%	12%	56%	-
Math:	-	58%	50%	46%	28%	36%	12%	76%	-
Overall:	-	21%	38%	38%	20%	24%	8%	48%	-

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.

 [Part B Indicator 3A](#)

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 AMO 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](#) -

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.

Under the ESEA Flexibility Waiver, Maryland was instructed to use Option 3A2 of the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Measurement table. The instructions within that table pertaining to Indicator 3A state, “States with an approved ESEA flexibility request that included a waiver of determining AYP should choose data source and measurement 3A.2. AMO percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

For the 2011 – 2012 year for the State there are 12 districts that are shown as Met, which includes the SEED school. The Option 3A2 AMO is (12/25) * 100, which is 48.0%.

FFY 2011	Met AMO For Students With Disabilities in Mathematics	Met AMO For Students With Disabilities in Reading	Met AMO For Students With Disabilities in both Mathematics and Reading
Number and Percent of Local School Systems	19/25 = 76%	14/25 = 56%	12/25 = 48%

[View Indicator 3B](#) - **PLEASE NOTE:** In the graph and results chart above, a value of 95% indicates that the target was met and the actual result value was equal to or exceeded 95%

The participation of the special education subgroup in statewide assessments continues to exceed the 95% target for all tested grade levels – grades 3 through 8 and grade 10/end-of-course assessments. The overall participation rate for FY 2011 in Mathematics in Maryland was 99.05% and in Reading was 99.17%. 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 nonparticipants. Maryland does not administer out of grade level assessments. Maryland implemented the Modified High School Assessments (Mod-HSA) in 2008. The Mod-MSA in reading and mathematics for grades 6-8 was first administered in spring 2009. In the spring of 2010, the Mod-MSA in reading and mathematics for grades 3-5 was administered for the first time.

It should be noted that a difference exists in the number of students identified as having an IEP for Mathematics and for Reading. This difference occurs at the high school level where the Mathematics and Reading assessments are actual end-of-course assessments for the subjects English 10 and Algebra Data Analysis, respectively. The data for high school are collected at the end of 12th grade for students. Within our approved program, the time between the 8th grade and high school assessments can be as many as three to five years, during which time the Special Education status of students can change.

[View Indicator 3C](#) -

PLEASE NOTE: In the graph and results chart above a value of 95% indicates that the target was met and the actual result value was equal to or exceeded 95%

Although Maryland did not meet the target for the special education subgroup in all grades for mathematics and reading, the following progress was seen: progress was made in all grades for mathematics except for grade 4, and Algebra/Data Analysis EOC. Progress was made in all grades for reading except for grades 6, 7, and 8. In Algebra/Data Analysis and in grade 4 reading, the slippage was minimal.

The special education subgroup is making progress in local school systems across the State, as evidenced by the data above for Indicator 3C. However, the rate of improvement is not advancing at the same rate as the increasing Annual Measurable Objectives.

The FFY 2004 Through FFY 2010 Proficiency Percentages table displays the overall percentages of children with IEPs that achieved proficient/advanced, by grade levels and content areas, from FFY 2004 through FFY 2010 (although intermediate years have been dropped due to table size). It is important to note, in every grade assessed, the special education subgroup has shown significant progress since the baseline year of FFY 2004.

The slippage seen in math in grade 4, and Algebra/Data Analysis EOC and in reading in grades 6, 7, and 8 could be a result of a number of factors. First, several Maryland counties have noted an increase in the transience of their students, particularly on the Eastern Shore and in Southern Maryland. This transience disrupts the continuity of a child's learning, which in turn effects academic achievement.

Also, two of the larger school systems in Maryland are some of its lowest performing school systems. The number of students within these districts constitutes more than 25 % of the total number of students in the State. Given this, their performance significantly impacts Maryland's performance overall. Additionally, these large, low-performing schools experience high staff turnover in leadership and in classroom teachers.

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In an effort to improve the achievement of students with disabilities, the

Division has implemented significant measures on a statewide level, which are noted below.

- As part of the State's ESEA Flexibility, Maryland was asked to identify those schools with a significant gap between "All Students" and the lowest performing subgroup (s). In the majoring of these 41 identified Focus Schools, the lowest performing subgroup is the special education subgroup. Local leaders will choose from a set of strategies designed to meet the needs of those students, to strengthen the achievement of those schools, and to reduce the achievement gap.
- The Division participates in a cross-Divisional Breakthrough Center team within the Department, which is funded by Race to the Top dollars. This team works with the State's lowest performing schools in two districts, including the underperforming district mentioned above. Efforts focus on using student data to make informed decisions about instruction at the central office level, at the school level, and in the classroom. While, this cross-Divisional Team has focused its efforts to this point on low achieving middle schools, it has also broadened its scope to include the elementary schools that feed into the middle schools.
- 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 and DAADS co-chair this committee. Representatives from the Division and DAADS are participants on the Council for Chief State Superintendent Offices (CCSSO), Assessing Special Education Students (ASES) Committee; Accommodations Workgroup in reviewing the National Accommodations Manual. Information obtained from the workgroup was used to assist Maryland in revising the Maryland Accommodations Manual. The Maryland Accommodations manual was released on July 2, 2012. The Division and DAADS conducted training in June 2012.
- Alt-MSA artifact development took place in 2010-2011 for the 2011-2012 school year. A total of 84 artifacts were developed by the Alt-MSA vendor in collaboration with the MSDE Content Staff for the 2011-2012 school year. Supporting Documentation, including lessons, ideas for adaptations, and how to link to functional skills was included with the release of the artifacts. Updates provided to supporting instructional documentation in Spring 2012.
- The Division set the stage for standards-based reform during the 2009 Special Education Leadership Conference. Marla Holbrook, National Consultant, was invited to be the guest speaker. She provided special education leadership from across the State with information designed to lay the groundwork for applying standards to the development of IEP goals. Marla Holbrook has since been hired as a consultant with the Division to develop professional development modules for the LSSs to access on the Maryland State website in order to provide a consistent uniformed training on writing standards-based IEPs across the State. Work with the Division has been completed on refining the modules as we begin the process of adopting the Common Core Standards. The modules are scheduled for release in Spring 2013.
- In Fall 2010, Maryland began a pilot of the Maryland IEP Quality Indicator Scale (IQUIS), a rubric designed to evaluate the quality of the IEPs that are written in Maryland. Through the results of the evaluation of Maryland's IEPs, targeted professional development can be focused on the needs of local school systems, local schools and individual teachers with the goal of improving the quality of those IEPs and to improve the achievement of students with disabilities. At the end of the pilot program, results from the five (5) participating local school system

were evaluated and trends identified in order for those local school systems to target professional development to areas of need. Revisions to the IQUIS document, based on feedback from pilot participants, MSDE Quality Assurance and Monitoring staff and interested stakeholders, were made in Winter 2011-2012. Finally, a professional development pilot was conducted in one of the IQUIS pilot counties to determine the effect of procedural facilitators built into the Maryland Online IEP tool on the quality of IEP written. Teacher who participated in the IQUIS pilot were asked to develop IEPs during the 2011-2012 school year using the procedural facilitators, or Wizards. Post PD data indicated a small improvement in the quality of the substantive (compliance) components of those IEP and a more significant increase in the substantive (quality) components. Currently, the IQUIS is being revised to enhance the substantive, or quality, components.

- During the 2010 legislative session, Education Article 8-408 was amended to require the MSDE to establish standards in braille reading, writing, and computation for blind and visually impaired students in PreK through grade 12 to improve academic achievement. The MSDE established a Braille Standards Task Force to complete this work. The Task Force met six times during the 2010-2011 school year and three times during the 2011-2012 school year to develop braille standards for Mathematics. The Task Force will meet seven times during the 2011-2012 school year to develop braille standards for English/Language Arts. Standards for both content areas were presented to the State Board of Education September, 2012.

- [2010-2011 Archive: Special Education - Indicator 3](#)
- [2009-2010 Archive: Special Education - Indicator 3](#)
- [2008-2009 Archive: Special Education - Indicator 3](#)
- [2007-2008 Archive: Special Education - Indicator 3](#)
- [2006-2007 Archive: Special Education - Indicator 3](#)
- [2005-2006 Archive: Special Education - Indicator 3](#)

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