



## MSDE Public Website of State Performance Plan Results

### Local School System Results for Special Education

Maryland: Indicator 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Results of Indicator 8A


School Age


### Results


	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
State Baseline:	-	27%	-	-	-	-	-	-	-
State Target:	-	-	27%	29%	30%	32%	34%	36%	38%
State Results:	-	-	43.7% Target Met	56.00% Target Met	57.00% Target Met	37.00% Target Met	40.00% Target Met	42.00% Target Met	-
State Total# of Students:	-	-	8153	2971	9015	8105	8467	8391	-
State Indicator Measurement:	-	-	-	-	-	-	-	-	-


### Narrative Description of Indicator


The MSDE has developed and submitted a Request for Proposal for a vendor who can collect, aggregate, and analyze valid and reliable data that measures parent involvement of students with disabilities in Part B of IDEA (ages 3 through 21) who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities. In accordance with the advice of OSEP, MSDE is now using a census based approach to gather data from all twenty-four local school systems annually. The surveys were distributed to parents by school based providers and returned to the vendor in a postage paid envelope. MSDE utilized members of the Maryland SESAC, local SECACs, and our Partners for Success/Family Support Network Centers to encourage parents to respond to the survey. The completed surveys were scanned and analyzed by an independent vendor and the results are reported below. The vendor utilized Rasch measurement techniques and related data analysis methods to accurately assess the data collected through the survey.


 [Special Education Parent Survey 2011-12](#)

 [Special Education Parent Survey 2010-11](#)

 [Special Education Parent Survey 2009-2010](#)

 [Special Education Parent Survey 2008-2009](#)

 [Special Education Parent Survey 2007-2008](#)

 [Special Education Parent Survey 2006-2007](#)

### Other Data for this Indicator

#### [View School Age Results -](#)

Overall 3,524 of 8,391 (42%) of parents of school-aged children reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This is two (2) percentage points higher than reported in FFY 2010 (40%). Responses range from 43% to 41%. Nearly all respondents (99%) were from Maryland; with the exception of a limited number of responses from Delaware and Pennsylvania as well as a small percentage that failed to indicate their state of residence. Distributions for the other demographics, reveal:

- Slightly less than half of the children are 10 and under (42%).

- Dividing the ages of the children in three year increments yields almost the same percentage in each group, varying from 18 percent to 24 percent.
- The majority (61%) of the children were identified for early Intervention or special education before age 6.
- Half of the children are White (50%) with another 33% being Black or African American.

[View Preschool Results -](#)

Overall 763 of 1,557 (49%) of parents of preschool-aged children reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This is a zero (0) percentage point change over FFY 2010 (49%) but remains a six (6) percentage point increase over FFY 2009. Responses ranged from 52% to 47%. Almost all of the respondents lived in Maryland (99.7%). The number of responses provides enough data for reliable statewide estimates. Distributions for the other demographics reveal the following:

- Ninety-three percent of the respondents were parents of preschoolers, 3, 4 or 5 years of age
- Half (50%) of the respondents were White, about one-fourth (26%) were Black or African American, 14% Hispanic and 7% Asian and 4% identified themselves as multiracial
- The four most frequently cited exceptionalities/disabilities (speech or language impairment, developmental delay, autism, and multiple disabilities) account for more than 90 percent of the exceptionalities/disabilities cited

- [2010-2011 Archive: Special Education - Indicator 8](#)
- [2009-2010 Archive: Special Education - Indicator 8](#)
- [2008-2009 Archive: Special Education - Indicator 8](#)
- [2007-2008 Archive: Special Education - Indicator 8](#)
- [2006-2007 Archive: Special Education - Indicator 8](#)

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