



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%	16%
Math:	-	58%	50%	46%	28%	36%	12%	76%	8%
Overall:	-	21%	38%	38%	20%	24%	8%	48%	8%

Narrative Description of Indicator

Maryland's statewide assessment results reported under Indicator 3 is the assessment used to meet the federal Elementary and Secondary Education Act (ESEA) 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.

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 Annual

Measurable Objective (AMO) 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 FFY 2012, 8% (2/25) of the State's local school systems met the State's AMO targets in both Mathematics and Reading for the disability subgroup. Four (4) of the State's 25 local school systems (16%) met the State's AMO targets for Reading and two (2) of the 25 local school systems (8%) met the State's AMO targets for Mathematics.

FFY 2012	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	2/25 = 8%	4/25 = 16%	2/25 = 8%

[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 2012 in Mathematics in Maryland was 98.86% and in Reading was 99.05%. This is above the target of > 95% for each assessed grade, in each content area. 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 small number of nonparticipants. Maryland does not administer out of grade level assessments.

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%

Maryland did not meet the Mathematics or Reading targets for the special education subgroup in all grades for Mathematics and Reading proficiency.

The FFY 2004 through FFY 2012 Proficiency Percentages table displays the overall percentages of children with IEPs that achieved the proficient/advanced target, by grade levels and content areas, from FFY 2004 through FFY 2012 (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. However, the rate of improvement in this subgroup is not advancing at the same rate as the ever-increasing Annual Measurable Outcome.

Maryland did not make the Grade Level targets for FFY 2012 in Reading and Mathematics and experienced slippage in all grades as compared to FFY 2011 achievement scores, with the exception of Grade 7 Reading, which saw an improvement of 2 percentage points, and Algebra/Data Analysis, which remained relatively unchanged (48.33% proficiency in FFY 2011 as compared to 48.16% proficiency in FFY 2012).

Two of Maryland's largest school systems are also the site of some Maryland's lowest performing schools. The number of students with disabilities within these two local schools systems constitutes almost 30% of the total number of students with disabilities in the State. Given this, the performance of students with disabilities within these two local school systems significantly impacts Maryland's overall performance. Additionally, these local school systems experience high turnover in school leadership and in classroom teachers, which also impacts student achievement.

In an effort to improve the achievement of students with disabilities, the Division has implemented significant new measures on a statewide level, which are noted below:

- In an effort to improve results for students with disabilities and their families, and to narrow the achievement gap between students with disabilities and their non-disabled peers, the DSE/EIS convened a Statewide Task Force to craft a 5-year Strategic Plan with four (4) Action Imperatives that focus on the following critical areas: Early Childhood; Professional Learning; Access, Equity and Progress, and Secondary Transition. The Professional Learning and Access, Equity and Progress Action Imperatives will have an impact on achievement outcomes for students with disabilities. The goal of the Access, Equity and Progress imperative is to increase access to instruction based on the Maryland College and Career Ready Standards (based on the Common Core Standards) and to improve academic achievement and functional outcomes. The

over-arching goal of the Professional Learning Action Imperative is to implement a Statewide system of differentiated tiers of professional learning and support to produce effective teachers of students with disabilities, related service providers, and para-educators.

- Maryland has begun work on two large federally-funded projects. The Maryland State Personnel Improvement Grant (SPDG) focuses on four initiatives: 1) data-informed decision making; 2) the application of principles of Implementation Science; 3) increased use of evidence-based elementary math instruction based on the Maryland College Career Ready Standards; and 4) increased parent involvement in order to improve student achievement in Mathematics. Maryland is also one (1) of four (4) school sites in the nation to participate in the School Wide Integrated Framework for School Transformation (SWIFT). The SWIFT provides a framework for: 1) establishing quality instruction based on UDL and PBIS; 2) installing a Multi-tiered System of Support; 3) developing cultural responsiveness; 4) promoting family and community partnerships; and 5) establishing a strong integrated State, local and school leadership structure in order to all students to participate in the least restrictive environment.