



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	2013/14
Reading:	-	-	-	-	-	-	-	-	-	-
Math:	-	-	-	-	-	-	-	-	-	-
Overall:	-	29%	33%	38%	50%	54%	50%	50%	50%	8%

State of Maryland Baseline:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
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	2013/14
Reading:	-	21%	38%	46%	20%	32%	12%	56%	16%	4%
Math:	-	58%	50%	46%	28%	36%	12%	76%	8%	0%
Overall:	-	21%	38%	38%	20%	24%	8%	48%	8%	0%

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 2013, 0% (0/25) of the State's local school systems met the State's AMO targets in both Mathematics and Reading for the disability subgroup. Zero (0) of the State's 25 local school systems (0 %) met the State's AMO targets for Mathematics and one (1) of the 25 local school systems (4%) met the State's AMO targets for Reading.

FFY 2013	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	0/25 = 0%	1/25 = 4%	0/25 = 0%

[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 2013 in Mathematics in Maryland was 98.53% (50030 divided by 50777 x 100) and in Reading was 98.74% (49801 divided by 50438 x 100). 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](#) - Maryland did not meet the Mathematics or Reading targets for the special education subgroup in all grades for Mathematics and Reading proficiency.

The 2013-2014 school year was a year of continued transition for Maryland, as it was for many states. Maryland teachers began implementing the Maryland College and Career Ready Standards (MDCCRS, based on the Common Core Standards) in the 2012-2013 school year with full implementation taking place in the 2013-2014 school year. While the new standards are being implemented, the new assessment, the Partnership for Assessment of Readiness for College and Career (PARCC), which are aligned to the MDCCRS, will not be administered until FFY 2014, the 2014-2015 school year. This misalignment between what is being taught and what is being assessed had a significant impact on Maryland's reading and mathematics MSA and HSA scores in FFY 2013 at all grade levels for both nondisabled students and students with disabilities. In some situations, a topic that is covered on the MSA or HSA assessment for a particular grade is not addressed at all in the MDCCRS for that grade.