



## 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	2013/14
State Baseline:	-	27%	-	-	-	-	-	-	-	-
State Target:	-	-	27%	29%	30%	32%	34%	36%	38%	39%
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	40.00% Target Met	39.00% Target Met
State Total# of Students:	-	-	8153	2971	9015	8105	8467	8391	8546	8179
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 uses a census based approach to gather data from all twenty-four local school systems annually. The surveys were mailed to parents of children between the ages of 3 and 21 who were eligible to receive special education services in local school systems and returned to the vendor in a postage paid envelope. For the 2013-14 school year, parents could complete the survey via paper or online. The 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.

### Other Data for this Indicator

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

Overall 3,190 of 8,179 (39%) 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 one (1) percentage point lower than reported in FFY 2012 (40%). Responses range from 39% 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 (41%).
- Dividing the ages of the children in three year increments yields almost the same percentage in each group, varying from 15% to 25%.
- The majority (67%) of the children were identified for early Intervention or special education before age 6.
- Half of the children are White (50%) with another 30% being Black or African American, 9% Hispanic, 7% Multiracial, and 4% Asian.

#### [View Preschool Results -](#)

Overall 778 of 1,655 (47.01%) 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 .01percentage points higher than reported in FFY 2012 (40%). Responses ranged from 45% to 49%. 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-eight percent (98%) of the respondents were parents of preschoolers, 3, 4 or 5 years of age
- Almost half (49%) of the respondents were White, about one-fourth (22%) were Black or African American, 12% Hispanic and 6% Asian and 9% 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 80 percent of the exceptionalities/disabilities cited