



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 began full implementation of the Maryland College and Career Ready Standards (MDCCRS, based on the Common Core Standards) in the 2015-2016 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, was administered in FFY 2014, the 2014-2015 school year. 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. Since this was a transitional year data for 3A, 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 was waived by the US Department of Education for school years 2014-2015 and 2015-2016. Maryland reestablished baseline data and reset targets through 2018 for 3B, Participation rate for children with IEP's and 3C, Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards. The performance and proficiency data will be report in FFY 2016-2017.

PDF Not Available for 2015-2016

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.

Maryland received correspondence from the US Department of Education, Office of Elementary and Secondary Education that waived the reporting requirements for the annual measurable objectives (AMOs) for school years 2014-2015 and 2015-2016. Therefore, MSDE, Office of Special Education will work with MSDE's Office of Curriculum, Assessment and Accountability to develop appropriate baseline and targets for approval by the US Department of Education, Title 1 with its flexibility waiver.

[View Indicator 3B](#) - During the FFY 2015-2016 school year, stakeholders were involved in the review of data resulting from the MSDE implementation of a new State-wide assessment, Partnership for Assessment of Readiness for College and Careers (PARCC).

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 2015 in Mathematics in Maryland was 97.92% (51,820 divided by 50,743 x 100) and in Reading was 98.01% (51,707 divided by 50,677 x 100). This is above the target of >95% for each assessed grade, in each content area. 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](#) - This was a continuous transition year in the administration of the PARCC assessment for the 2015-2016 school year. Students, including students with disabilities, took the PARCC general assessment for a second year. Statewide, students with disabilities showed a reduction from the 2014-2015 administration to the 2015-2016 administration in the % of students scoring at proficiency levels 1 and 2 on the English/Language Arts literacy assessment in grades 3,6,7 and high school. There was an increase in the % of students scoring at level 4(Met proficiency standards) in grade 5. Additionally, this was the first administration of the Multi State Alternate Assessment (MSAA) for students with the most cognitive disabilities.

- [2014-2015 Archive: Special Education - Indicator 3](#)
- [2013-2014 Archive: Special Education - Indicator 3](#)
- [2012-2013 Archive: Special Education - Indicator 3](#)
- [2011-2012 Archive: Special Education - Indicator 3](#)
- [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](#)
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