

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 2016-2017 school year. The standards under the Partnership for Assessment of Readiness for College and Career (PARCC), are aligned to the MDCCRS, was administered in FFY 2016, the 2016-2017 school year, and FFY 2017, the 2017-2018 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 and student performance by State, County and schools is located on the State website, <http://mdk12.msde.maryland.gov/index.html>. 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 2017-2018. For Indicators 3B and 3C, Maryland reports on the established targets for 2017-2018, regarding the Participation rate for children with IEP's, and the Proficiency rate for children with IEP's against grade level, modified and alternate academic achievements standards.

PDF Not Available for 2017-2018

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. Reporting requirements were waived by the US Department of Education for FFY 2018-2019.

[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 2018 in Mathematics in Maryland was 98.74% (55,174 divided by 55,876 x 100) and in Reading was 98.56% (55,137 divided by 55,944 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](#) - The baseline and targets for proficiency were established in the 2014-2015 school year. The actual performance in the 2018-2019 school year against the established targets demonstrated that none of the targets in reading or math were achieved. The MSDE, DSE/EIS continues to support Local School Systems in identifying those accessible features and accommodations that allow students with disabilities the greatest access to Maryland's College and Career Ready Standards and access to the general assessments in order to demonstrate what they know.

Websites: <http://mdreportcard.org>, and
<https://reportcard.msde.maryland.gov/Graphs/#/DataDownloads/datadownload/3/17/6/99/XXX>