



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 5

Percent of children with IEPs aged 6 through 21 (Least Restrictive Environment).

Results of Indicator 5A

Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	57.25%	-	-	-	-	-	-
State Target:	-	57.75%	60.11%	60.61%	61.11%	61.61%	62.11%
State Results:	-	59.90%	60.95%	-	-	-	-
		Target Met	Target Met				
State Total# of Students:	-	97645	95946	-	-	-	-
State Indicator Measurement:	-	58499	58483	-	-	-	-

Narrative Description of Indicator

Indicator 5 consists of three subindicators, 5A, 5B and 5C.

This site does not show breakdowns by race, ethnicity, age and gender. Those breakdowns are shown in the Maryland Census Report. To view the Maryland Census Report click (or Ctrl + Click) [here](#) View Census Report.

- 5A - Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day.
- 5B - Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.
- 5C - Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

Other Data for this Indicator

[View Indicator 5A](#) - The October 2006 Child Count showed that 61.64% of students who receive services outside the regular class for less than 21% of the day met the State's FFY 2006 target of 60.11%. This data represents progress and has steadily increased since 2003. All four local school systems that were below the State's target in the last APR remain below the State's target this year and three of the four have made progress. Each local school system, including these four, completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school system to collect, analyze and submit improvement activities if the LRE data are significantly below the State's target.

[View Indicator 5B](#) - Similarly, 16.21% of students who receive services outside the regular class greater than 60% of the day met the State's target of 16.61%. This data represents progress and has decreased since 2003 to its present level. All four local school systems that were below the State's target in the last APR remain below the State's target this year, but three of the four have made progress by decreasing the percentage of students served in this placement. Each local school system, including these four, completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school system to collect, analyze and submit improvement activities if the LRE data are significantly below the State's target.

[View Indicator 5C](#) - The State's separate facilities placement data was 7.90% and did not meet the State's target of 7.42% by 0.48%. Due to a decrease in the State's overall child count, the October 2006 data reported in this APR demonstrated no appreciable change even though the number of students in such placements decreased by 271. Analysis of the data by placement type within the category also remain relatively unchanged. Five local school systems had data that was below the target or significantly below the target compared to four during the last reporting period representing slippage. Four of the five are the State's largest school systems. One of the five is a local school systems is under a court ordered consent decree. From July 1, 2005

through June 30, 2007, there were 14 due process hearing requests filed by parents seeking more restrictive or separate facilities placements by these local school systems. The local school systems prevailed in 12 of the cases. There were six State complaints filed seeking more restrictive placements in the same local school systems. No violations were identified in all but one case, which required corrective action. In addition, each local school system, including these five, completes an annual *Self-Assessment* document which includes a review of data on Indicator 5. The completion of this document requires the local school systems to collect, analyze and prepare improvement activities if the LRE data are significantly below the State's target.