



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
State Baseline:	-	27%	-	-	-	-	-
State Target:	-	-	27%	27%	27%	27%	27%
State Results:	-	-	43.7% Target Met	-	-	-	-
State Total# of Students:	-	-	8153	-	-	-	-
State Indicator Measurement:	-	-	-	-	-	-	-

Narrative Description of Indicator

The MSDE has developed and submitted a Request for Consultant Services that will allow the State to collect data on the number and percent of parents participating in Part B (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 is now using a census based approach to gather data from all twenty-four local school systems annually. The surveys were distributed to parents by school based providers and returned to through a postage paid envelope to MSDE. 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 8A](#) - Questionnaires were processed from three batches received from MSDE. Thousands of forms and 1,589 were used in this analysis. This amount exceeds the number of forms required to provide a statistically relevant State. The remaining forms will be processed and analyzed in the immediate future. Additional data will be reported publicly and submitted in next year's APR. It is not anticipated that this additional data will significantly change the States reported results.

As with the preschool population, almost all the respondents lived in Maryland (98%).

Distributions for the other demographics reveal:

- Slightly less than half the children are in grades 1-5 (45%)
- Dividing the ages of the children in three year increments yields almost the same percentage in each group, varying from 21 percent to 29 percent.
- Nearly two-thirds (62%) of the children were identified for Early Intervention or Special Education before age 6.
- Two-thirds of the children are white (66%) with another 25% being Black or African American.
- The primary exceptionality/disability for slightly more than half the children is either specific learning disability (31%) or speech or language impairment (24%).

[View Preschool Results 8B](#)- The questionnaire for parents of preschool children was revised this year in accordance with

recommendations from NCSEAM. Like the questionnaire for parents of school-aged children, this questionnaire had 25 core questions. Anchors, per those provided by NCSEAM, were used in the Rasch analysis to calculate the Indicator. This analysis is based upon 1509 respondents.

Demographic data obtained on the parent questionnaire reveal the following:

- The largest percentage of children are age three (41%) and slightly more than three quarters of the children are either age three or age four (77%).
- The age when the largest percentage of children were identified for Early Intervention or Special Education is age two (33%). Nearly two thirds (61%) of the children were identified between the ages of two and three.
- Most of the children of the respondents are white (60%) with another 23 percent being Black or African American.
- The primary exceptionality/disability for nearly half the children is speech or language impairment (49%). This far surpasses the second most frequently cited exceptionality/disability, developmental delay (27%).