



## 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%	29%	27%	27%	27%
State Results:	-	-	43.7% Target Met	56.00% Target Met	-	-	-
State Total# of Students:	-	-	8153	2971	-	-	-
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](#) - Overall 56% 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 29 percentage points higher than reported in FFY 2006 (27%). Responses range from 55% to 57%. As noted with the preschool population, one local school system is underrepresented in the respondents. When comparing current data with data from the previous school year, parents in this local school system were more negative about their involvement in their child's special education program. Thus, the numbers reported this year indicate a more positive involvement in their child's special education program. The distributions by grade, age of child, and age when first referred for services are fairly comparable with that observed in the previous school year. These data have less Blacks and African Americans responding, which is also related to the low survey response in one local school system. Basically all of the respondents live in Maryland (0.1% are from outside the State). Distributions for the other demographics, these reveal:

- Slightly less than half of the children are in grades 1-5 (46%).
- Dividing the ages of the children in three year increments yields almost the same

- 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 (63%) of the children were identified for early Intervention or special education before age 6.
- Slightly more than two-thirds of the children are White (67%) with another 18% being Black or African American.

[View Preschool Results](#) - Overall 68% 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 a 36 percentage point increase over FFY 2006 (32%). Responses ranged from 71% to 68%. The overall percentage is also probably slightly higher than the "true" value because one local school system's respondents are underrepresented. In FFY 2006, respondents from this local school system scored lower on the Indicator, and this was statistically significant. Almost all of the respondents lived in Maryland (99%). The number of responses provides enough forms for reliable Statewide estimates. Distributions for the other demographics reveal the following:

- The largest percentage of children are age three (43%) and slightly more than three quarters of the children are either age three or age four (79%).
- The age when the largest percentage of children were identified for early intervention or special education is age two (31%). Nearly two thirds (62%) of the children were identified between the ages of two and three.
- Most of the children of the respondents are white (66%) with another 17% being Black or African American.
- The primary exceptionality/disability for nearly half the children is speech or language impairment (47%). This far surpasses the second most frequently cited exceptionality/disability, developmental delay (23%).