



## 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

The Maryland State Department of Education on May 17, 2021 was approved for a waiver from the accountability, school identification, and related reporting requirements for the 2020-2021 school year. The State Assessment administration window was extended beyond the normal administration timeline and a shortened assessment was administered in the Early Fall of the SY 21-22 for the prior school year (i.e., SY 20-21). In addition, Maryland underwent a change in its Statewide assessments from SY 18-19 to SY 19-20, moving from PARCC to MCAP, however the emergence of the COVID 19 pandemic affected our testing and data processes greatly.

PDF Not Available for 2021-2022

**Other Data for this Indicator**

[View Indicator 3A](#) - Participation rate for children with IEPs:

The participation of the special education subgroup in statewide assessments exceeded the state target of 95% for the grade 4 assessment, but not the grade 8 or high school assessments. Compared to FFY 2020, FFY 2021 data showed increases in the participation of students with IEPs in all reported grade levels and subject areas, with the exception of high school reading.

Grade Level	FFY 2021 Reading Data	FFY 2021 Math Data
4	98.12%	98.04%
8	93.87%	92.97%
High School	90.50%	91.41%

[View Indicator 3B](#) -

Proficiency rate for children with IEPs against grade level academic achievement standards: Maryland met its targets for the proficiency rate of children with IEPs against grade level academic achievement standards in all grade levels on the English assessment and on the 8<sup>th</sup> grade math assessment. The State did not meet its targets on grade 4 and high school math assessments. Compared to FFY 2020, the proficiency rate for children with IEPs on the MCAP increased in both subject areas across all reported grade levels, with the exception of high school math which experienced a slight decrease.

Grade Level	FFY 2021 Reading Data	FFY 2021 Math Data
4	13.39%	9.46%
8	7.84%	3.51%
High School	18.95%	5.31%

[View Indicator 3C -](#)

Proficiency rate for children with IEPs against alternate academic achievement standards:

Maryland did not meet any of its targets for indicator 3C in FFY 2021. Students with the most significant cognitive disabilities were most impacted by learning loss during the pandemic, as many require supports that are difficult or impossible to deliver in virtual instruction. The FFY 2020 assessment, administered in the fall of 2021 and was the basis for target setting for this indicator, does not demonstrate the full impact of these losses, because an abbreviated form of the assessment was used. The assessment utilized the instructionally embedded testlets rather than the summative assessment, which is typically used for assessment. This may have impacted student scores, as the tests are not comparable. These students may also have been especially impacted by ongoing interruptions to instruction caused by schedule changes, staffing shortages, and other challenges.

Grade Level	FFY 2021 Reading Data	FFY 2021 Math Data
4	6.40%	20.10%
8	14.87%	6.83%
High School	24.50%	23.28%

[View Indicator 3D -](#)Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards:

Special Education students showed gains in all areas except high school math, while general education students showed gains in all areas except high school reading and math. As such, the gap was narrowed and the State met its targets for high school reading and math. Despite the gains in 4th and 8th grade, the magnitude of the gains (in terms of percentage increase) for general education students were greater in 4th and 8th grade, than it was for special education students.

Grade Level	FFY 2021 Reading Data	FFY 2021 Math Data
4	32.76%	18.71%
8	34.71%	13.59%
High School	39.28%	28.93%

To view local performance on statewide assessments please go to <https://reportcard.msde.maryland.gov/>

- [2020-2021 Archive: Special Education - Indicator 3](#)
- [2019-2020 Archive: Special Education - Indicator 3](#)
- [2018-2019 Archive: Special Education - Indicator 3](#)
- [2017-2018 Archive: Special Education - Indicator 3](#)
- [2016-2017 Archive: Special Education - Indicator 3](#)
- [2015-2016 Archive: Special Education - Indicator 3](#)
- [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](#)
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