MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

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 AYP 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
Reading:	-	-	-	-	-	-	-	-	-
Math:	-	-	-	-	-	-	-	-	-
Overall:	-	29%	33%	38%	50%	54%	50%	50%	50%

State of Maryland Baseline:

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
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
Reading:	-	21%	38%	46%	20%	32%	12%	-	-
Math:	-	58%	50%	46%	28%	36%	12%	-	-
Overall:	-	21%	38%	38%	20%	24%	8%	-	-

Narrative Description of Indicator

Maryland's statewide assessment results reported under Indicator 3 is the assessment used to meet the federal No Child Left Behind (NCLB) Act requirements. 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. Each of the access points provides disaggregated data for student subgroups in reading and mathematics and includes trend data. Assessment data used for reporting on the proficiency of students with disabilities for Indicator 3 is also reported on this site -- MSDE Public Website of State Performance Plan Results -- by school system, by grade level and by content area for reading and mathematics. Proficiency for Indicator 3 reports the aggregate of students scoring at the proficient and advanced levels. Proficiency for Indicator 3 also includes performance on the MSA and Alt-MSA tests. Maryland targets for performance for students with disabilities on statewide assessments are the same for all students and student subgroups. Therefore, there are no anticipated changes in Annual Measurable Objectives (AMOs), Adequate Yearly Progress (AYP) guidelines, or standards for participation rates for Indicator 3. Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. The State Board of Education adopted all standards.

Indicator 3 consists of three sub-indicators 3A, 3B and 3C.

- 3A - Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

- 3B - Participation rate for children with IEPs.
- 3C - Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Other Data for this Indicator

View Indicator 3A -
Maryland did not meet its target for Indicator 3A in FFY 2010. The goal of Indicator 3A is to increase the number of local school systems making AYP to the target of 50%. Results showed that 8% or two (2) out of 25 local school systems met AYP objectives for progress for students with disabilities in both reading and math during school year 2010-2011 (FFY 2010).

In addition, three (3) of 25 districts (12%) met AYP for mathematics (down from 36% in FFY 2009) and three (3) of 25 districts (12%) met AYP for reading (down from 32% in FFY 2009). Although slippage occurred for FFY 2010, the special education subgroup made progress in a number of local school systems across the State; however, the rate of improvement is not consistent with the increasing Annual Measurable Objectives. As we move closer to the target set by the No Child Left Behind Act of 100% proficiency by 2014, Maryland must increase the targets each year to move students closer to the 100% target. Although students with disabilities are making progress, their progress is not advancing at the same rate as the increase targets each year.

Increased efforts will be made to improve student performance and increase the number of local school systems that make AYP for the special education subgroup. The Division of Special Education/Early Intervention Services (DSE/EIS) continues to award discretionary grants that support evidence-based practices and support local school systems to accelerate academic performance of the special education subgroup. To improve the achievement of students with disabilities, through Maryland's State Personnel Development Grant, Maryland has initiated a systemic co-teaching initiative. A Co-Teaching Framework including vision and mission statements, and a State definition of co-teaching was developed to promote a common language and quality implementation of effective practices to be implemented with fidelity across the State. This co-teaching effort emphasizes capacity building at the local school system and school level for both general and special education administrators and teachers to improve the achievement of students with disabilities.

Currently six (6) local schools systems and 25 schools participate in the Co-Teaching Network Cohort. The systems were identified based on the interest of each of the local school system's Assistant State Superintendent's for Instruction in collaboration with the local Director of Special Education. These individuals agreed to participate in a systems change initiative involving co-teaching as a high leverage strategy for addressing the needs of students with disabilities. The schools within the participating school systems were identified based upon their "improvement status" as a collaborative effort to support Maryland's Statewide System of Support-Breakthrough Center. The focus of this cohort group is to build system capacity. MSDE's partnership with Johns Hopkins University, Center for Technology in Education has enabled the DSE/EIS to build online resources that can be made available statewide and will have interactive components.

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. All Maryland students with disabilities participated in either the Maryland School Assessment (MSA), the Alternate MSA (Alt-MSA), the modified Maryland School Assessment (Mod-MSA) or the modified High School Assessment (Mod-HSA) except for a small number of nonparticipants. Maryland does not administer out of grade level assessments. Maryland implemented the Modified High School Assessments (Mod-HSA) in 2008. The Mod-MSA in reading and mathematics for grades 6-8 was first administered in spring 2009. In the spring of 2010, the Mod-MSA in reading and mathematics for grades 3-5 was administered for the first time.

- **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%

Although Maryland did not meet the target for the special education subgroup in all grades for mathematics and reading, the following progress was seen: progress was made in all grades for mathematics except for grades 4, 5, and 8; and progress was made in all grades for reading except for grades 5 and 6.

The special education subgroup is making progress in local school systems across the State, as evidenced by the data above for Indicator 3C. However, the rate of improvement is not advancing at the same rate as the increasing Annual Measurable Objectives.

The FFY 2004 through FFY 2010 Proficiency Percentages table displays the overall percentages of children with IEPs that achieved proficient/advanced, by grade levels and content areas, from FFY 2004 through FFY 2010 (although intermediate years have been dropped due to table size). It is important to note, in every grade assessed, the special education subgroup has shown significant progress since the baseline year of FFY 2004.

The slippage seen in math in grades 3, 4 and 5 and in reading in grades 5 and 6 could be a result of a number of factors. First, while it is difficult to quantify and measure the negative effects the country's economy has had, Maryland families have certainly been affected. Challenging economic conditions have an impact on families as a whole and have an impact on a child's ability to learn, as well.

Additionally, several Maryland counties have noted an increase in the transience of their students, particularly on the Eastern Shore and in Southern Maryland. This transience disrupts the continuity of a child's learning, which in turn effects academic achievement.

Also, several of the larger school systems in Maryland are some of its lowest performing school systems. Given the number of students within these districts, their performance significantly impacts Maryland's performance overall. Additionally, these large, low-performing schools experience high staff turn-over in leadership and in classroom teachers.   One school system in particular saw slippage in reading in all grades, except grade 7 and high school. This same district saw slippage in math in all grades except high school. It is also important to note that the difference between this district's percent proficiency and the state's average is significant. There is a 9 percentage point difference in grade 3 and this difference increases steadily through elementary and middle school to a high of 21 percentage point difference between this district's high school math and science and that of the state as a whole. This is one of several larger systems that have had little or no improvement in student achievement or that has seen declines in student achievement from 2009 to 2010 (refer to "FFY 2009 and FFY 2010 Proficiency Percentages" above).

In an effort to improve the achievement of students with disabilities, the Division has implemented significant measures on a statewide level, which are noted below. The Division, also, participates on a cross-Divisional team within the Department, which is funded by Race to the Top dollars. This team works with the State's lowest performing schools in two districts. Efforts focus on using student data to make informed decisions about instruction at the central office level, at the school level, and in the classroom. While, this cross-Divisional Team has focused its efforts to this point on low achieving middle schools, it also is broadening their scope to include the elementary schools that feed into the middle schools.

Additional improvement activities are being incorporated to improve academic performance. These activities are described below:

- In 2010, the Department convened an Accommodations Committee consisting of stakeholders from across the State to review and make recommendations for revising the Maryland Accommodations Manual in fall of 2011. The Division of Special Education/Early Interventions Services and The Division of Accountability, Assessment and Data Systems (DAADS) co-chair this committee. Representatives from the Division and DAADS are participants on the Council for Chief State School Officers (CCSSO), Assessing Special Education Students (ASES) Committee; Accommodations Workgroup in reviewing the National Accommodations Manual. Information obtained from the workgroup will be used to assist Maryland in revising the Maryland Accommodations Manual. Release date and training has been scheduled for spring 2012.

- In FFY 2010 Maryland conducted Regional Trainings for local school systems and nonpublic school representatives regarding Mod-MSA and students with disabilities enrolled in grades 3-5. The Mod-MSA Regional Training participants included Directors of Special Education, Individualized Education Program Team chairpersons, principal or principal designees, Local Accountability Coordinators and School Test Coordinators. All professional development was provided to Mod-Assessment Facilitators, who disseminated the training information to applicable school-based personnel related to the administration of the Mod-MSA. Professional Development materials were developed to provide training participants an understanding of the eligibility requirements for students with disabilities' participation in the Mod-MSA. Ongoing technical assistance regarding Mod-MSAs and Mod-HSAs for students with disabilities will continue to be provided to local school systems and nonpublic school representatives.
- Online Alt-MSA Professional Development modules were developed and released in 2009 with updated sections added on including students with the most significant cognitive disabilities. The modules take the best practices of successful alternate assessment teachers and make them accessible to all teachers in the State. Through video, the training introduces real special educators and their students in narrative case studies. Through audio, video and narrative text, these modules demonstrate how to select Mastery Objectives for students, create lesson plans and develop assessment tasks for a wide range of grade and functional levels. The four modules include an overview of the Alt-MSA and alternative assessment strategies, and individual modules are devoted to the content areas of science, reading and mathematics. Also, the modules provide valuable tools, such as links to downloadable lesson plans, artifacts, templates and other resources that teachers can use to implement instructional and assessment strategies with their students.
- Alt-MSA artifact development took place in 2010-2011 for the 2011-2012 school year. A total of 84 artifacts were developed by the Alt-MSA vendor in collaboration with the MSDE Content Staff for the 2012 school year. Supporting documentation, including lessons, ideas for adaptations, and how to link to functional skills was included with the release of the artifacts.
- The Division set the stage for standards-based reform during the 2009 Special Education Leadership Conference. A national consultant was invited to be the guest speaker. She provided special education leadership from across the State with information designed to lay the groundwork for applying standards to the development of IEP goals. The presenter has since been hired as a consultant with the Division to develop professional development modules for the LSSs to access on the Maryland State website in order to provide a consistent uniformed training on writing standards-based IEPs across the State. Work with the Division has been completed on refining the modules as we begin the process of adopting the Common Core Standards. The modules are scheduled for release in fall 2012.
- In fall 2010, Maryland began a pilot of the Maryland IEP Quality Indicator Scale (IQUIS), a rubric designed to evaluate the quality of the IEPs that are written in Maryland. Through the results of the evaluation of Maryland's IEPs, targeted professional development can be focused on the needs of local school systems, local schools and individual teachers with the goal of improving the quality of those IEPs and to improve the achievement of students with disabilities. At the end of the pilot program, results from the five (5) participating local school system were evaluated and trends identified in order for those local school systems to target professional development to areas of need. Revisions to the IQUIS document, based on feedback from pilot participants and interested stakeholders, will be made in winter 2011-2012.
- During the 2010 legislative session, Education Article 8-408 was amended to require the MSDE to establish standards in Braille reading, writing, and computation for blind and visually impaired students in PreK through grade 12 to improve academic achievement. The MSDE established a Braille Standards Task Force to begin this work. The Task Force met six times during the 2010-2011 school year and will meet three times during the 2011-2012 school year to develop Braille standards for Mathematics. The Task Force will meet seven times during the 2011-2012 school year to develop Braille standards for English/Language Arts. Standards for both content areas will be presented to the State Board of Education September, 2012.