



Spotlight on Students with Disabilities

Maryland State Board of Education

October 26, 2021

Background Information on Students with Disabilities (SWD)

Who are Maryland's Students with Disabilities?

Where are Maryland's Students with Disabilities?

How are students with Disabilities identified?

Disability Types

Outcomes of Students with Disabilities

Maryland State Initiatives

Who We Serve



Total Children/Students Receiving Early Intervention and Special Education Services



Total Children
Ages 3-4
1,872
on an IFSP

Total Students in
Nonpublic Special
Education Schools
4,024
on an IEP

In 2019-2020, the number of students ages 3-21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.3 million, or 14 percent of all public-school students. The most common category of disability (33%) was specific learning disabilities (National Center for Education Statistics).

Outcomes for Students with Disabilities

Secondary students with disabilities are less likely to attend and complete studies at 4-year colleges and universities and they work fewer hours per week, receive lower salaries, and have fewer employment benefits than their peers (National Center for Special Education Research).

Students with disabilities earning 80% or more academic credits in general education settings were two times more likely to enroll and persist in postsecondary education than students receiving fewer credits in general education settings (Rojewski, Lee, and Gregg 2015).

Misidentified of needing special education, placed in a restrictive setting, or disciplined more harshly can negatively affect student outcomes (National Center for Learning Disabilities).

Black Students with Disabilities

Black and Latino students are more likely to be put on the track toward an alternate diploma. In the 2014-2015 school year, 37,000 students with disabilities graduated with a certificate instead of a diploma (Felton, 2017).

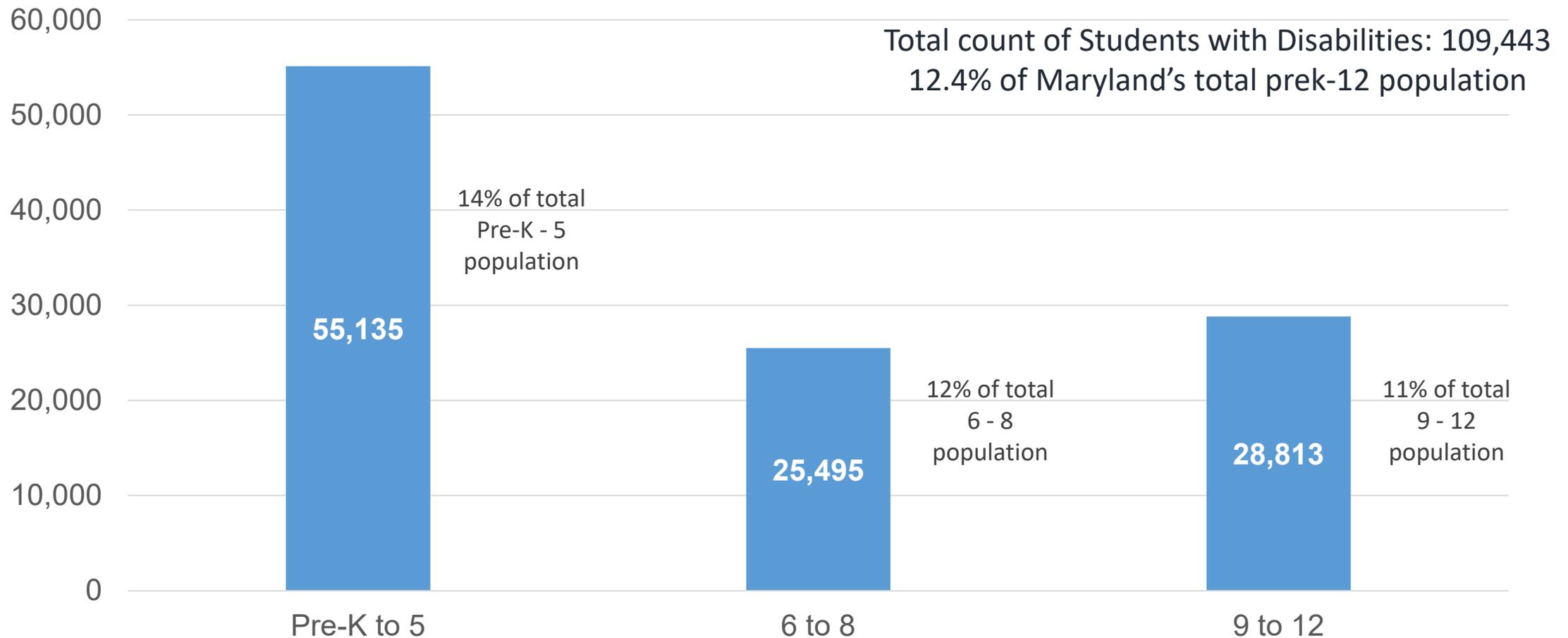
Black students are twice as likely to be labeled as emotionally disturbed (ED) and three times as likely to be identified with an intelligence delay (ID), compared to their White peers. And once placed in special education, Black students are more likely to be taught in separate classrooms (33%) compared to White students (55%) (National Education Association 2007).

One in four Black boys with disabilities are suspended each year, compared to only one in ten White boys with disabilities (National Education Association 2007).

Black students have been overrepresented in special education since 1968 when the U.S. Office of Civil Rights first started to sample school districts (National Education Association 2007).

Among 4th grade children with reading difficulties, 74% of White children are receiving special services, however only 44% for Black and 43% for Hispanic. Non-white students may be less likely to be identified than similar White students (Strauss, 2018).

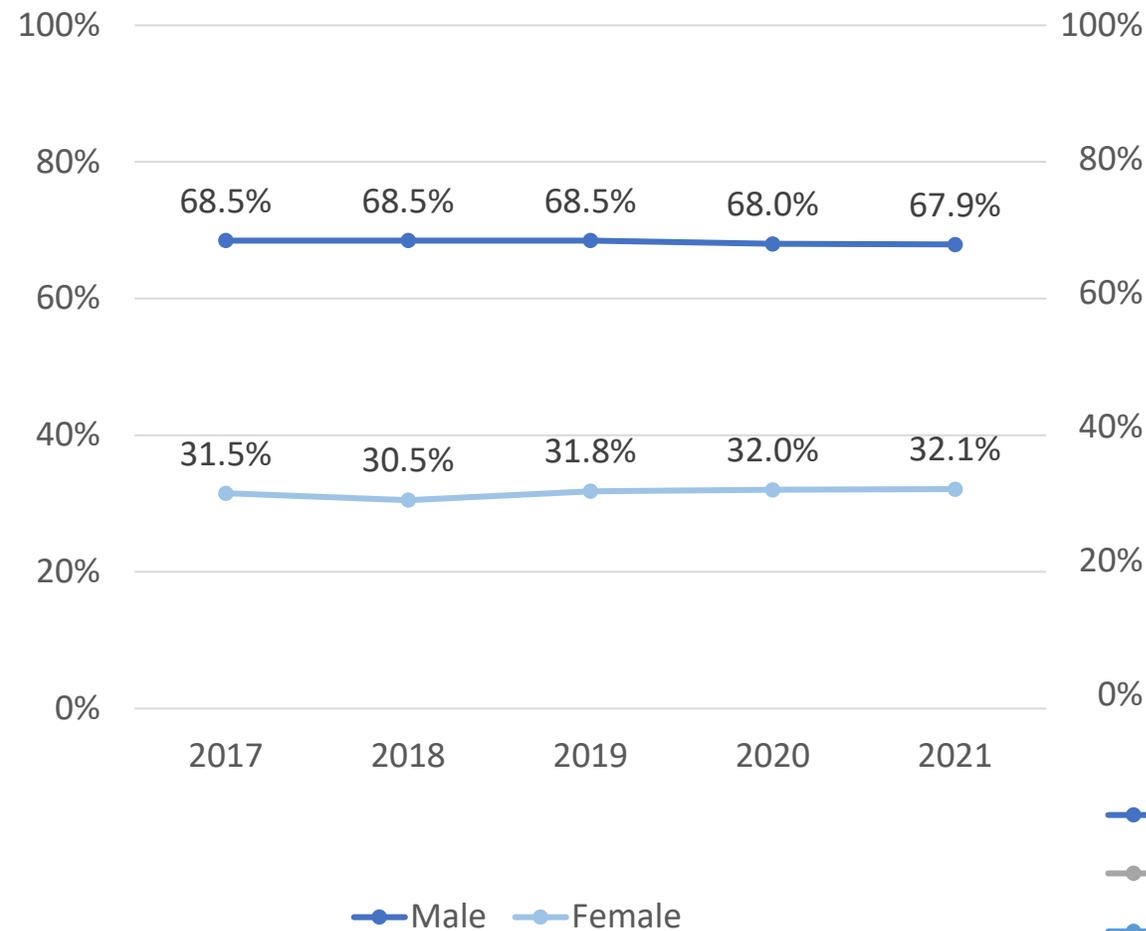
Who are our students with disabilities?



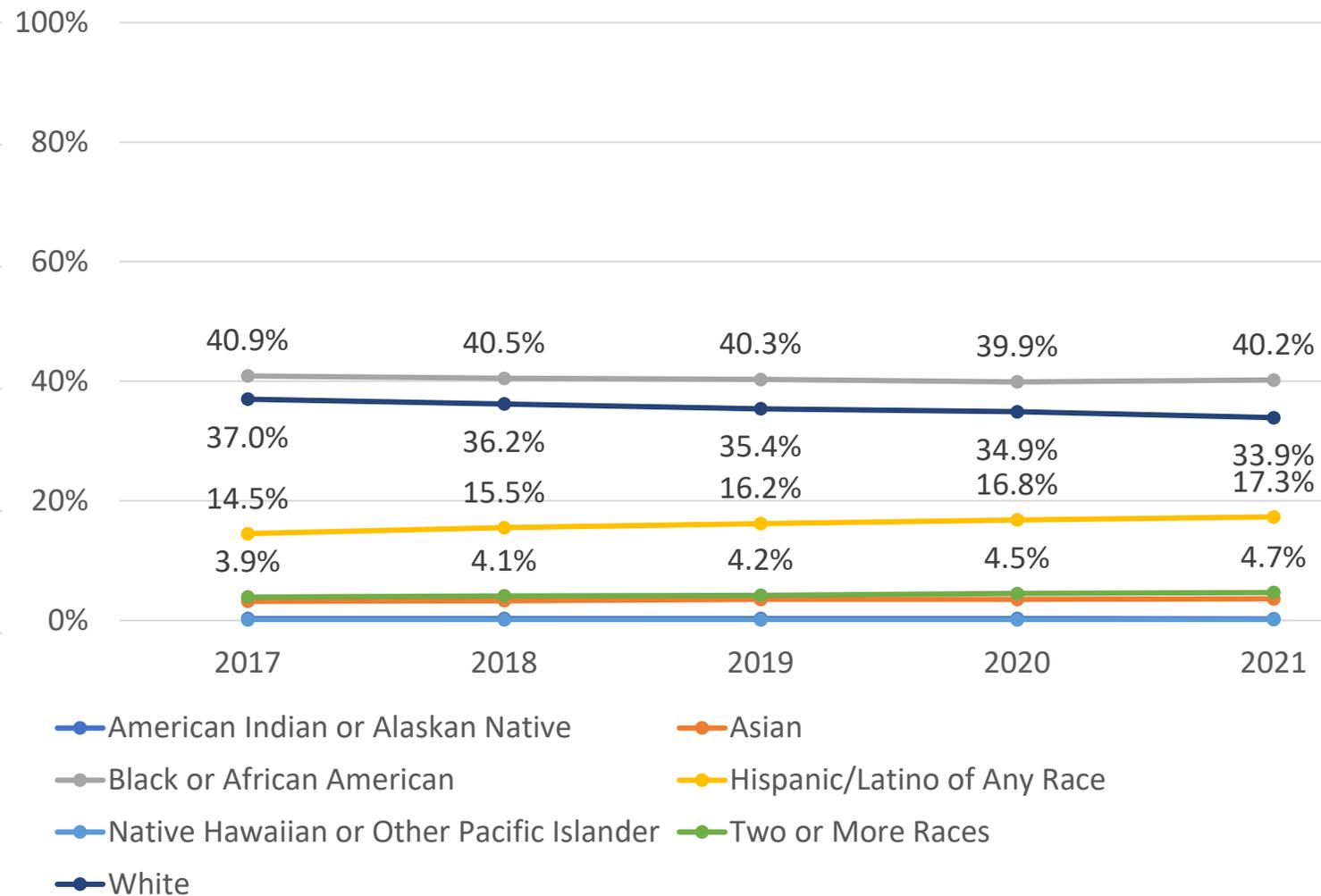
Who are our students with disabilities?



Students with Disabilities by Gender

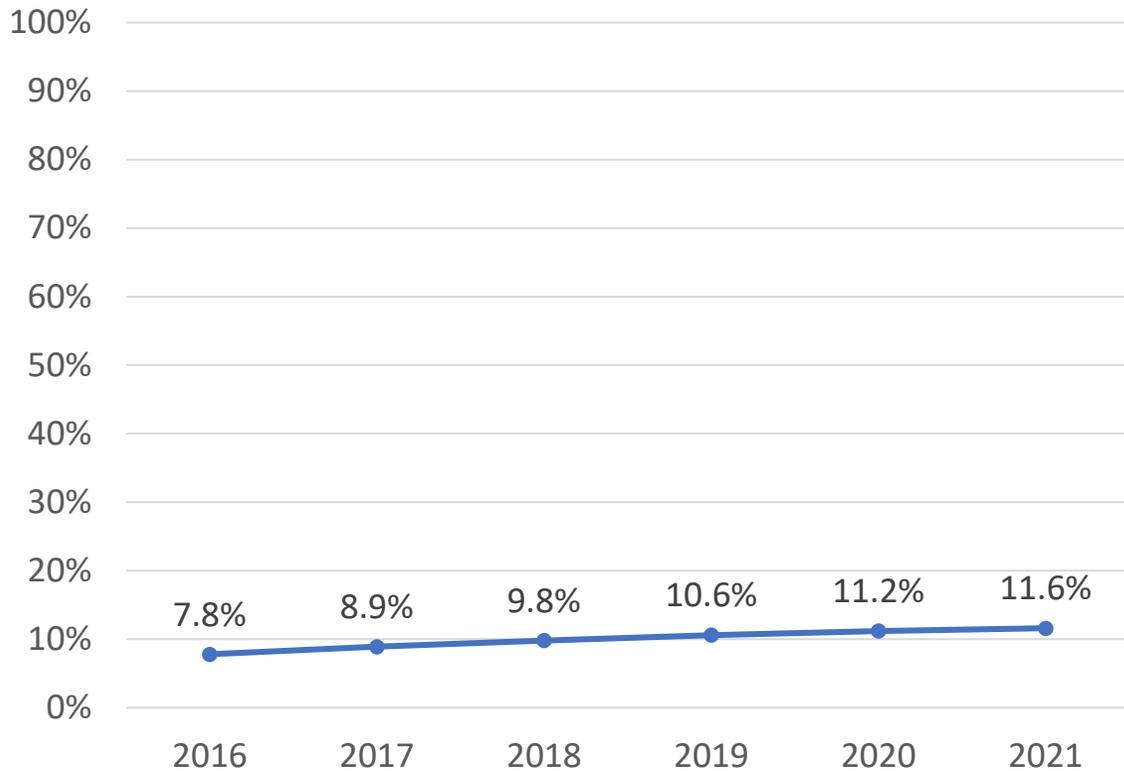


Students with Disabilities by Race

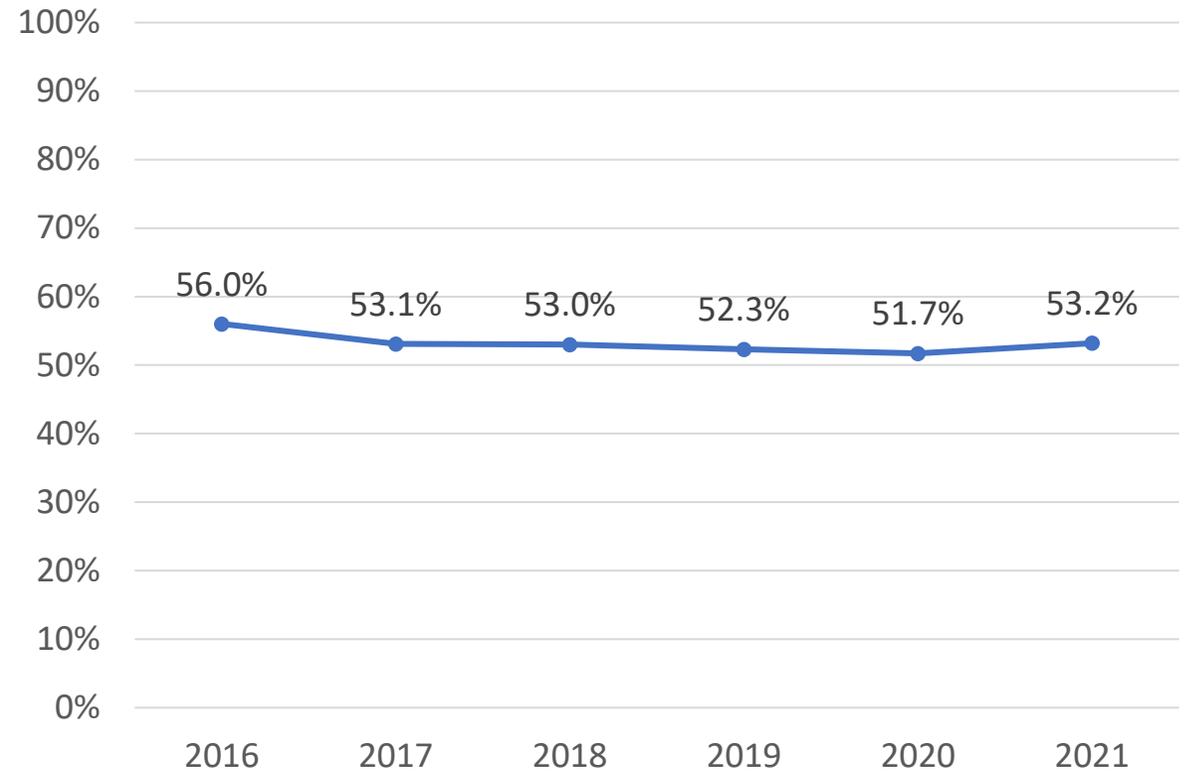


Who are our students with disabilities?

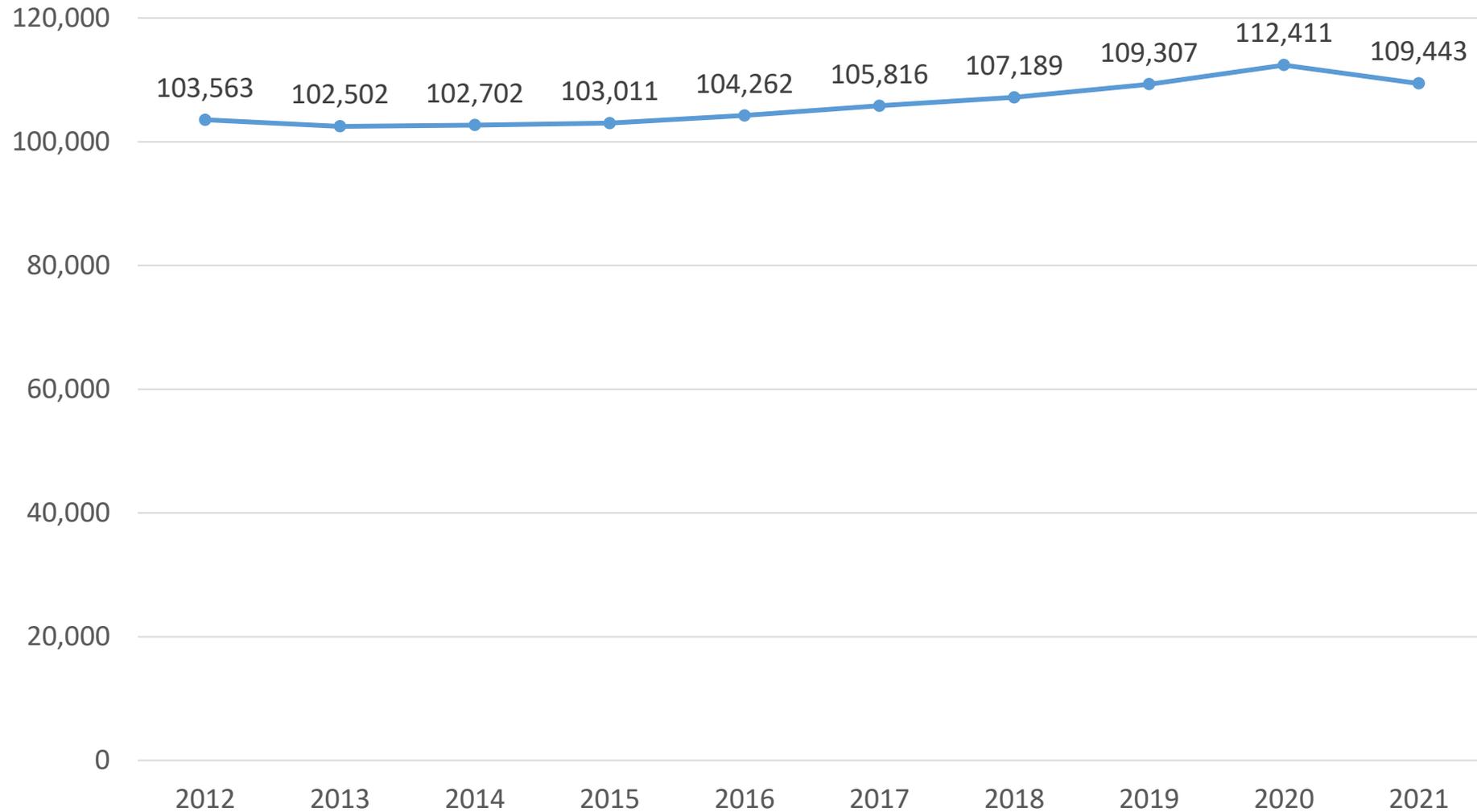
Percent of Students with Disabilities who are English Learners



Percent of Students with Disabilities Eligible for Free and Reduced Price Meals



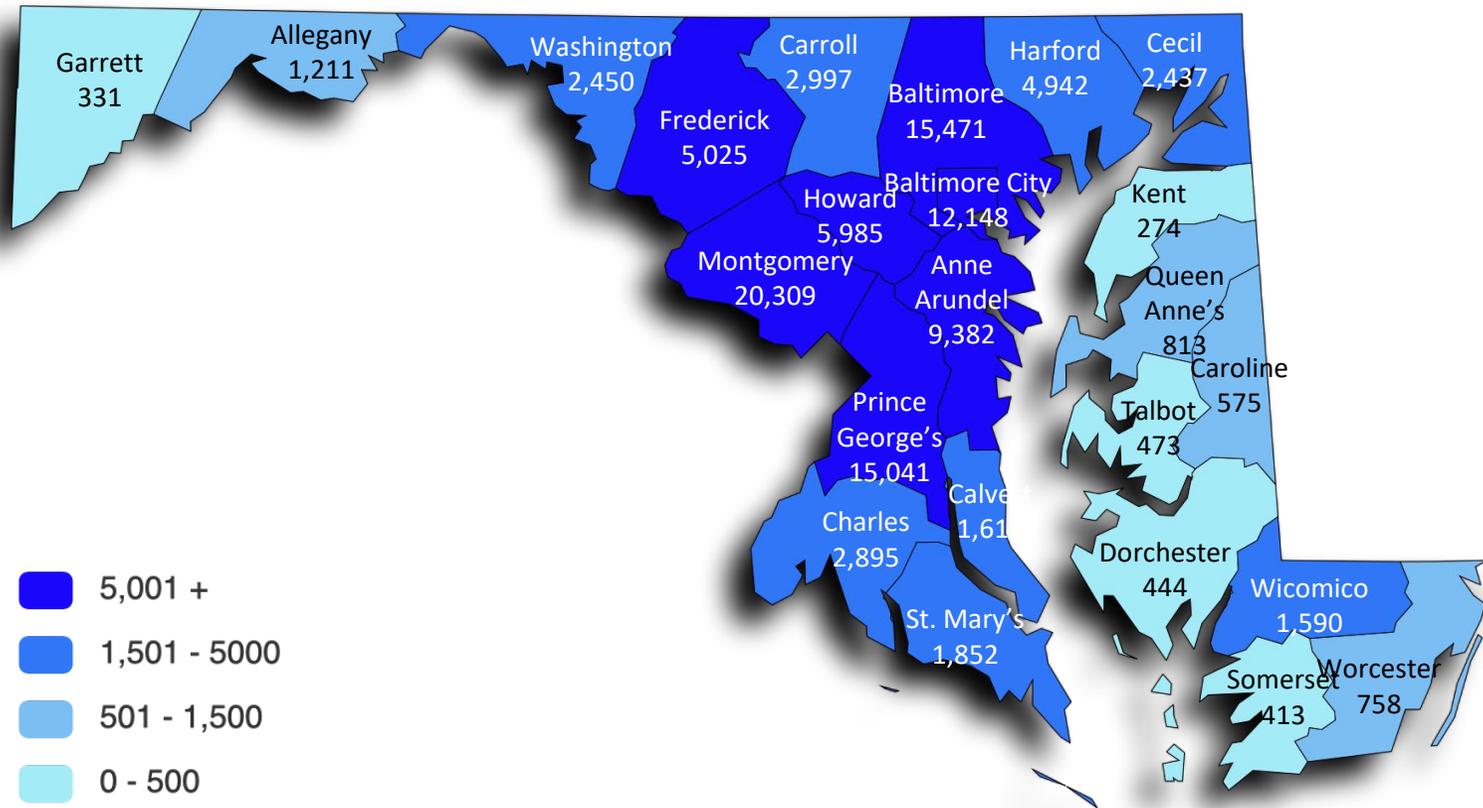
Maryland's Students with Disabilities Population Trend



Year	% of Total Population
2015-2016	11.9%
2016-2017	11.9%
2017-2018	12.0%
2018-2019	12.2%
2019-2020	12.4%
2020-2021	12.4%

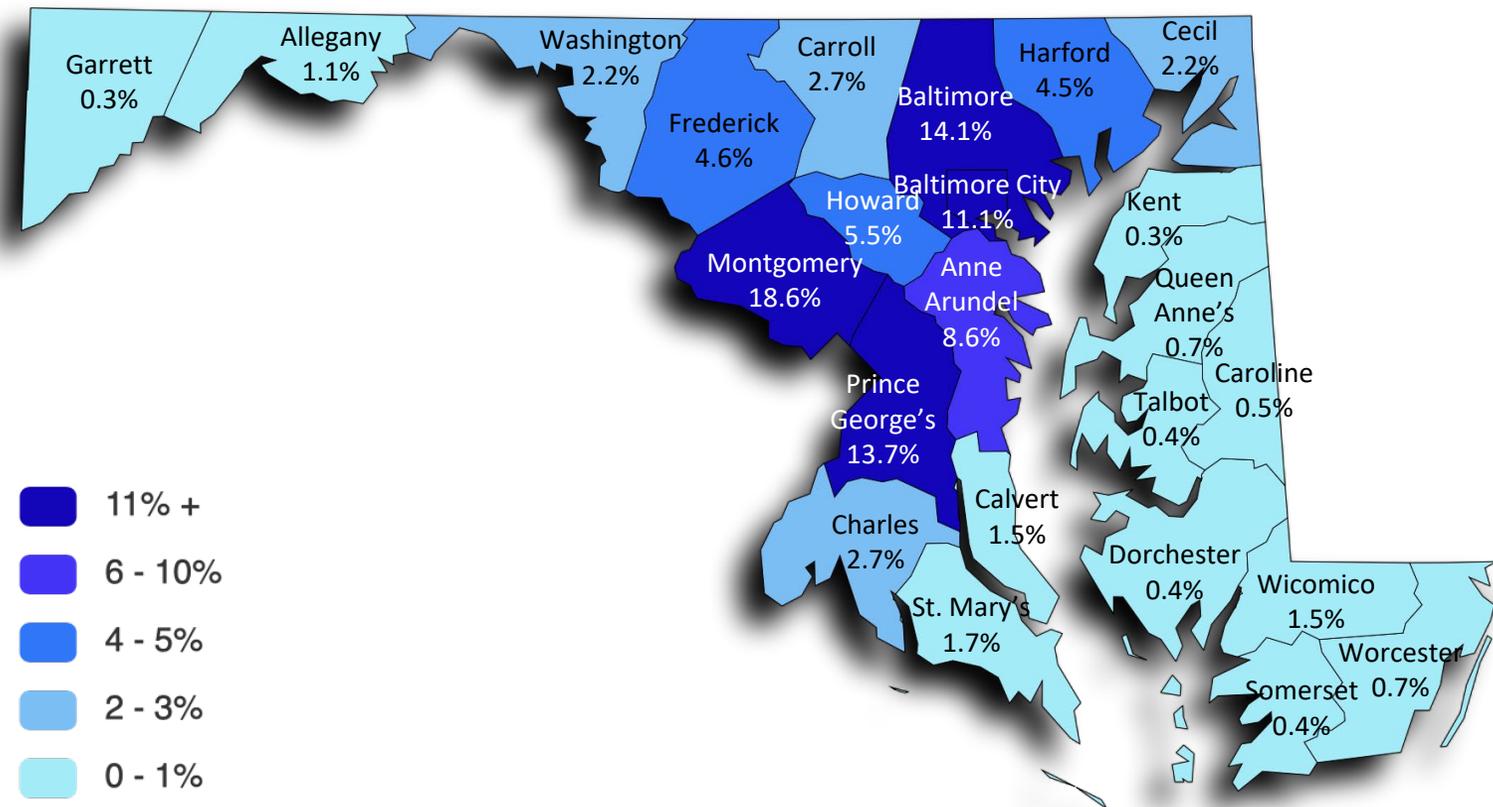
Where are students with disabilities in Maryland?

Total count of students with disabilities: 109,443
(2020-2021 Enrollment)



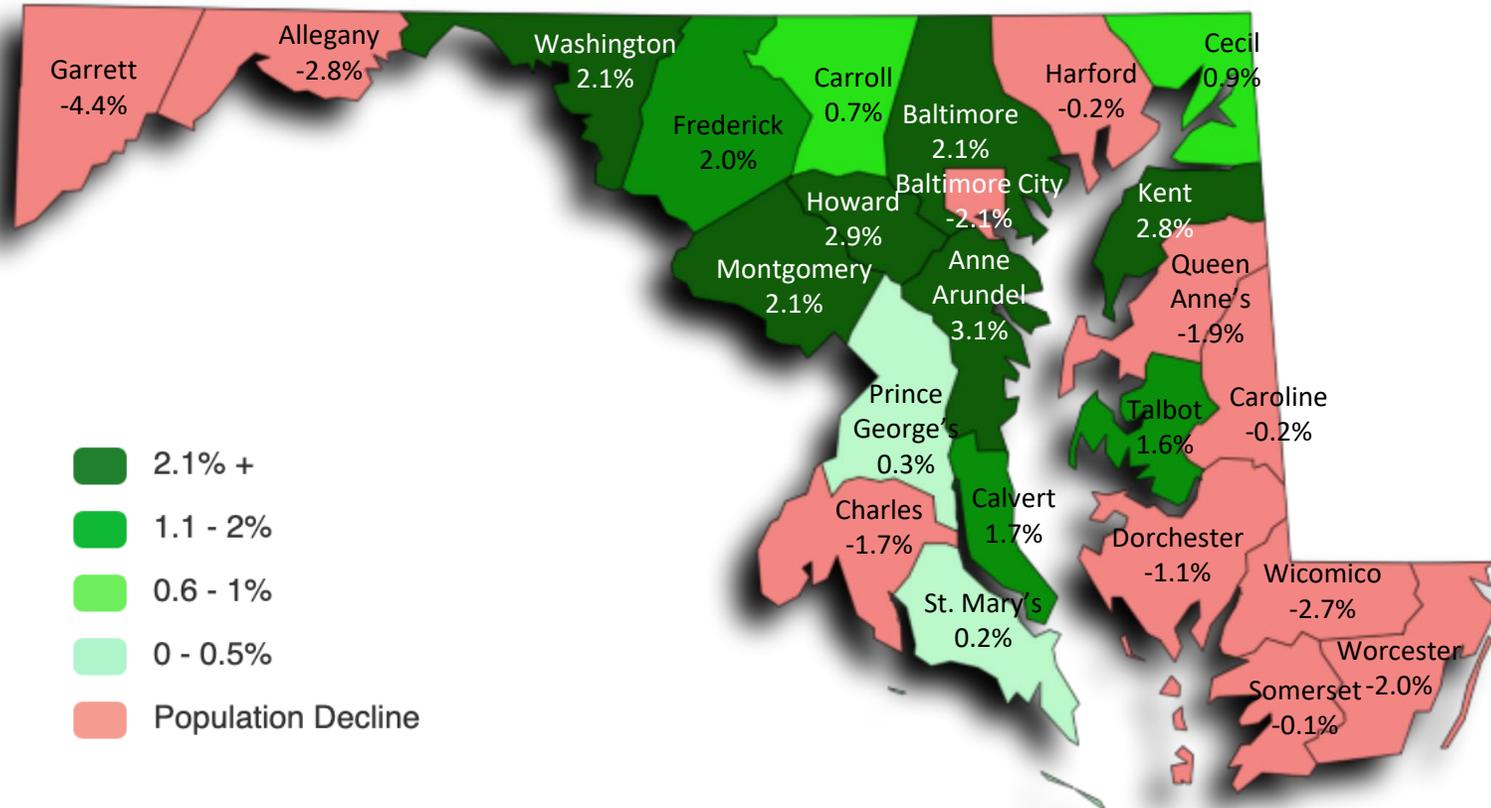
Where are students with disabilities concentrated in Maryland?

Percent of students with disabilities population in local school systems
(2020-2021 Enrollment)



What is the change in Maryland's students with disabilities population?

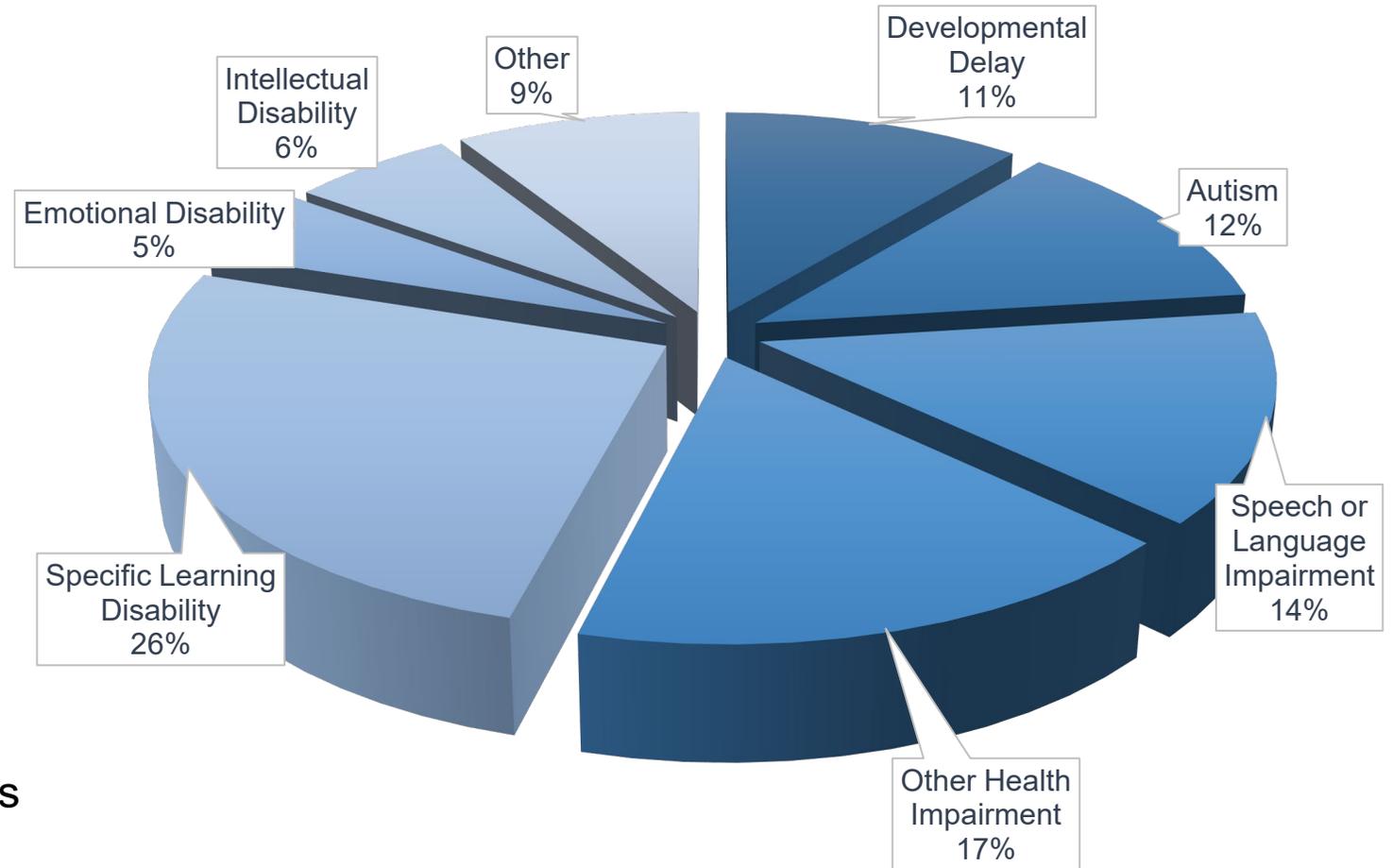
Students with disabilities population change over the most recent 5 years



Maryland's Students with Disabilities: Disability Categories

All Disability Categories

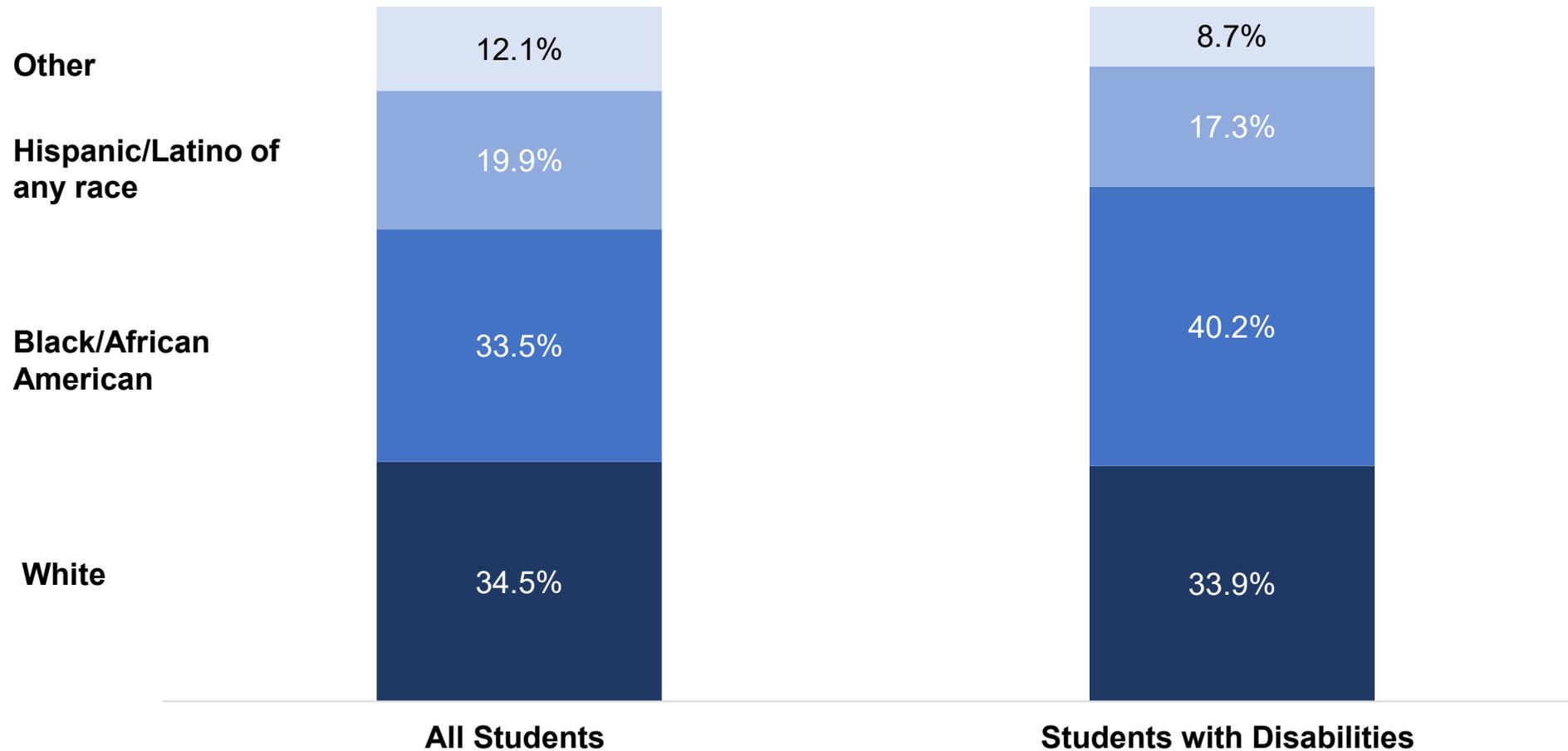
- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disability
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness



Maryland's Students with Disabilities: Comparison of All Students and Students with Disabilities by Race



All Students and Students with Disabilities by Race

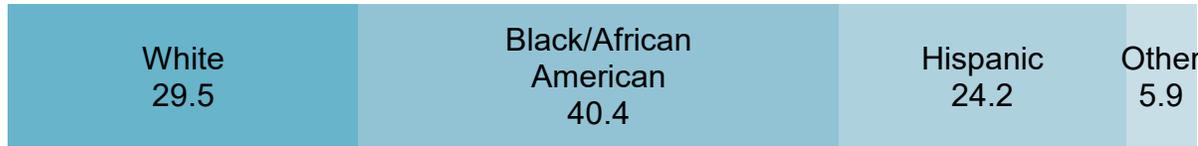


Maryland's Students with Disabilities: Disability Type by Race, Gender and FARMs

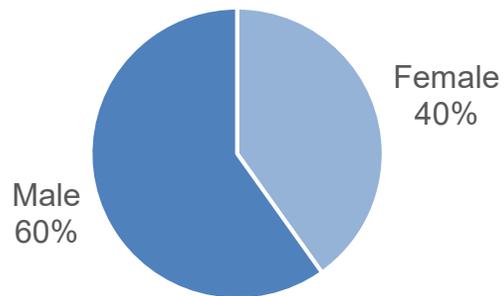


Specific Learning Disability

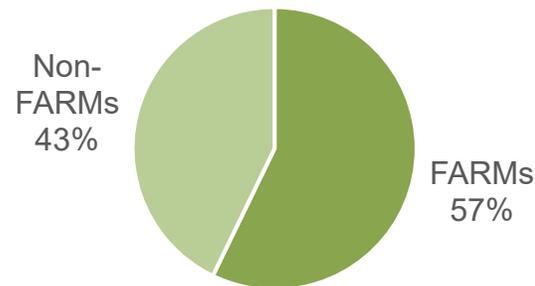
Race



Gender



FARMs

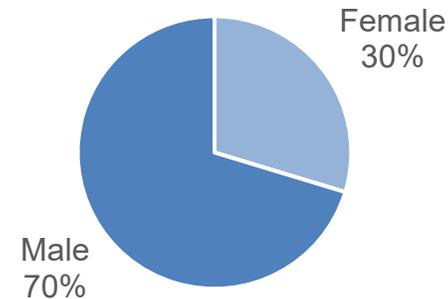


Emotional Disability

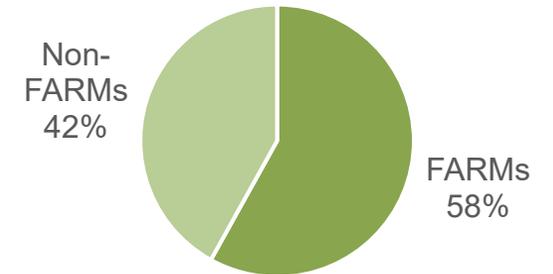
Race



Gender



FARMs



Maryland's Students with Disabilities: Disability Type by Race, Gender and FARMs

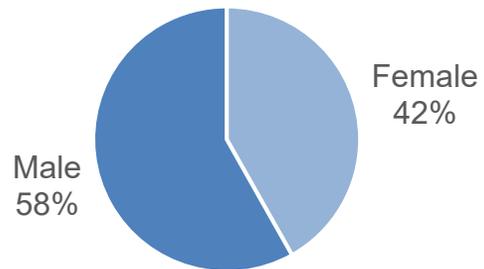


Intellectual Disability

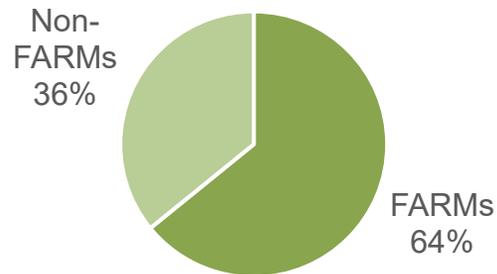
Race



Gender



FARMs

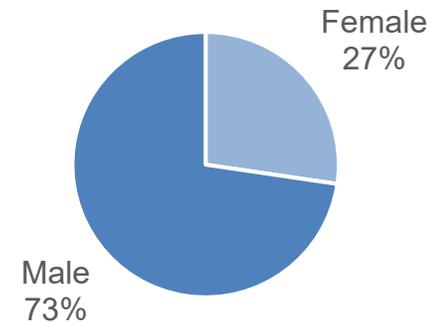


Developmental Delay

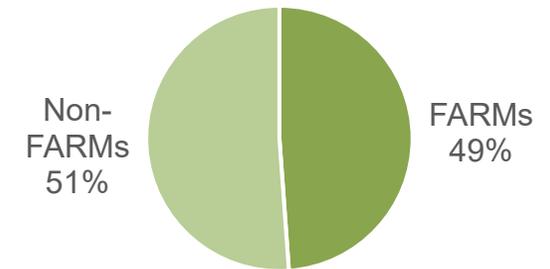
Race



Gender



FARMs



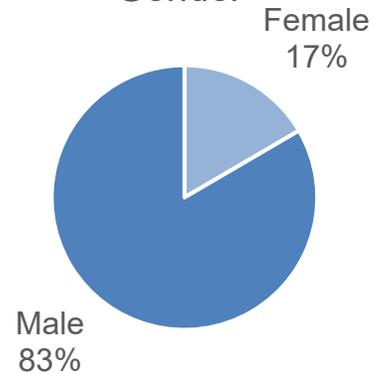
Maryland's Students with Disabilities: Disability Type by Race, Gender and FARMs

Autism

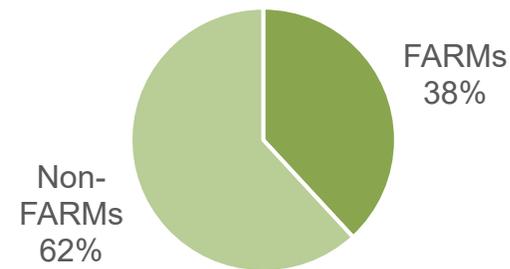
Race



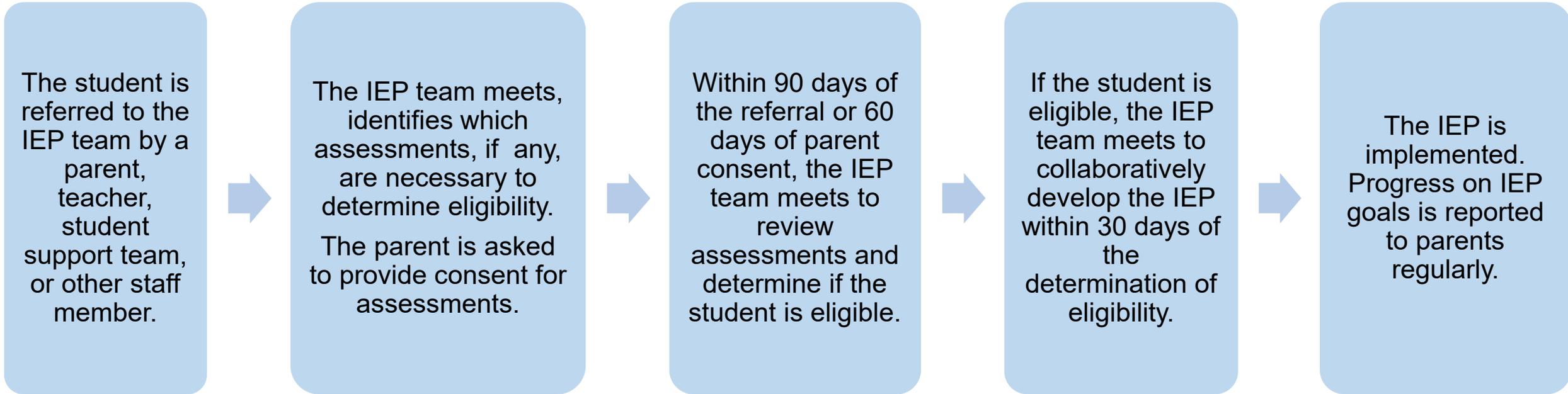
Gender



FARMs



How do students become eligible for special education services?



At least once per year, the IEP team meets to review the student's present levels of performance and progress on goals and revise the IEP accordingly.

Least Restrictive Environment (LRE)

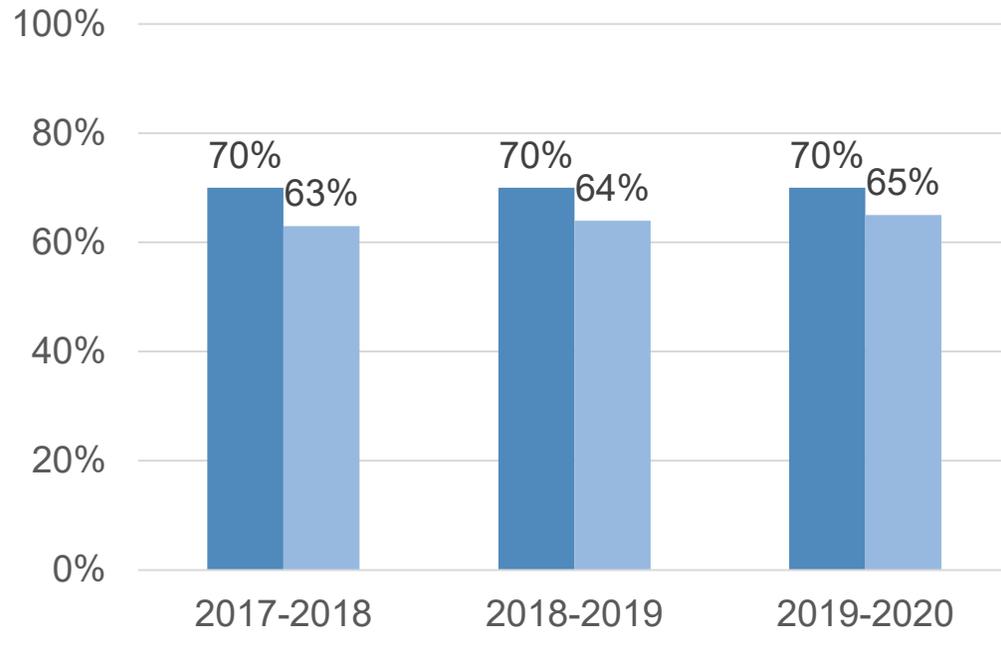


- LRE is the requirement in federal law that students with disabilities should receive their education with nondisabled peers to the “maximum extent that is appropriate.”
- LRE placement is determined by the IEP team, including the parent.
- Special classes, separate schools, or removal from the general education classroom should only occur when supplementary aids and services cannot provide a student with an appropriate education in a general education environment.
- MSDE reports on LRE settings based on the percent of time a student is educated inside the general education setting. For example:
 - LRE A = Inside General Education Settings 80% or More.
 - LRE B = Inside General Education Settings 40 – 79%.
 - LRE C = Inside General Education Settings Less Than 40%.

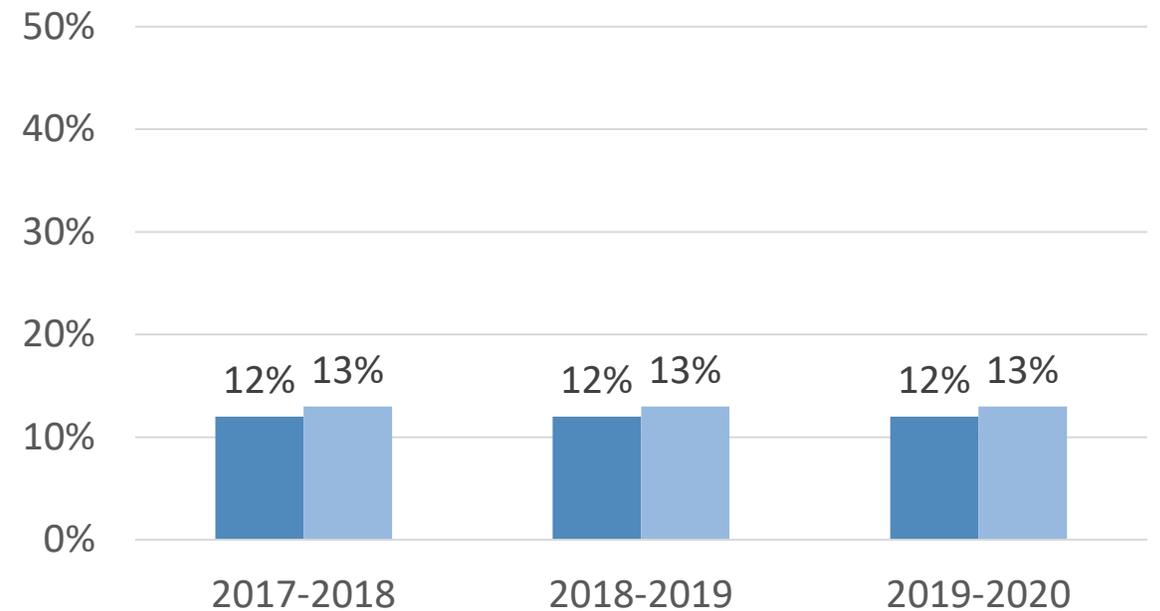
Least Restrictive Environment

Higher performance of general education students correlates to higher performance of students with disabilities, as shown by the National Assessment of Educational Progress (Levenson, 2016)

Percentage of Students Spending 80% or More of Their Time in the General Education Classroom



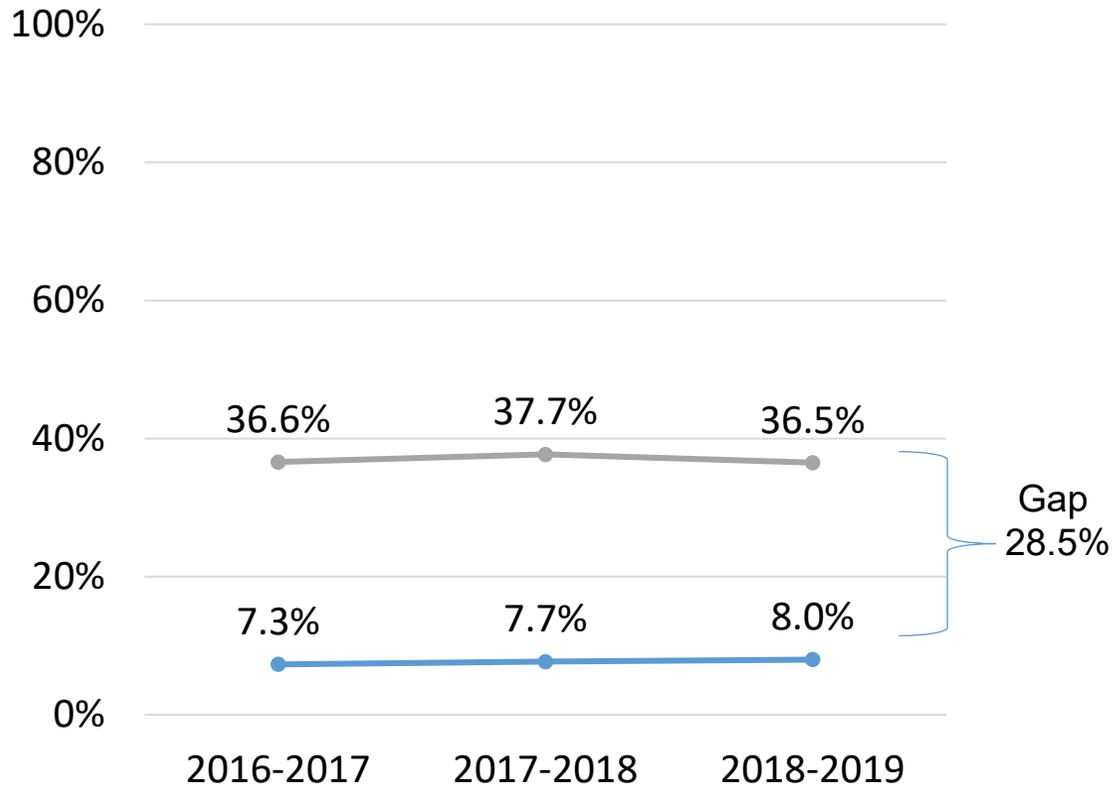
Percentage of Students Spending Less Than 40% of Their Time in the General Education Classroom



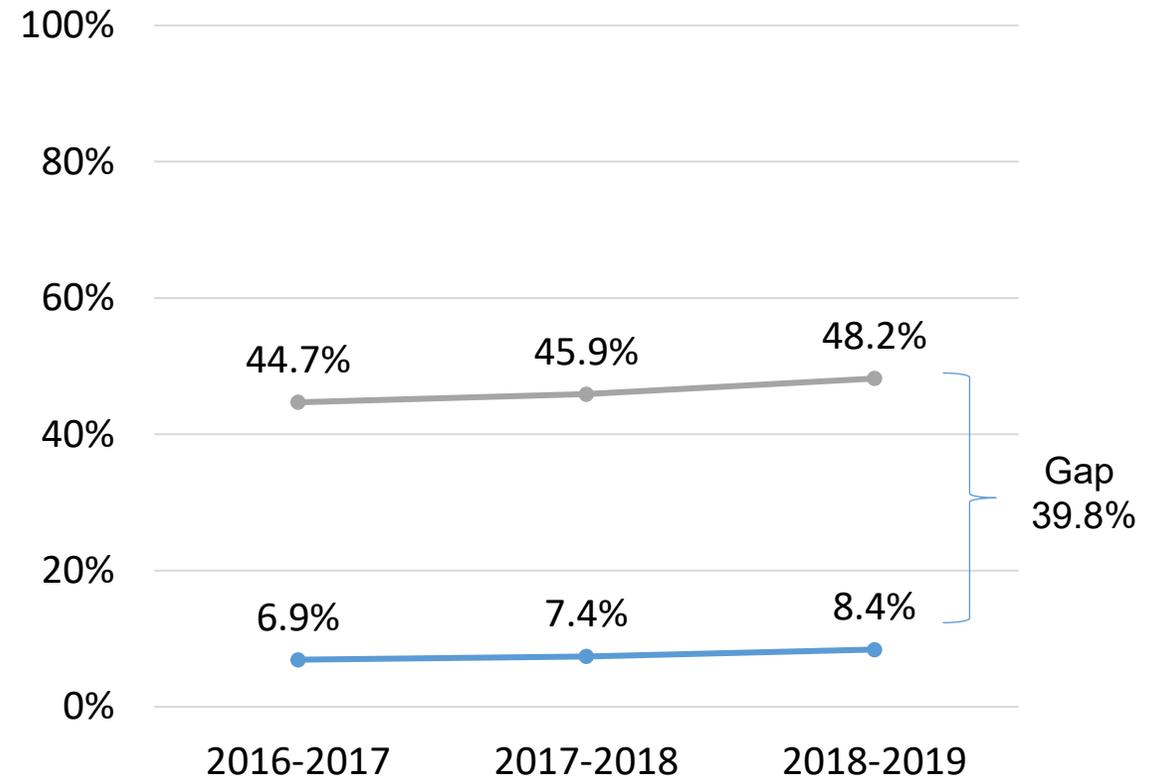
How do students with disabilities perform on grade 3-8 state assessments?



Percent Proficient* Mathematics 3-8



Percent Proficient* English Language Arts 3-8

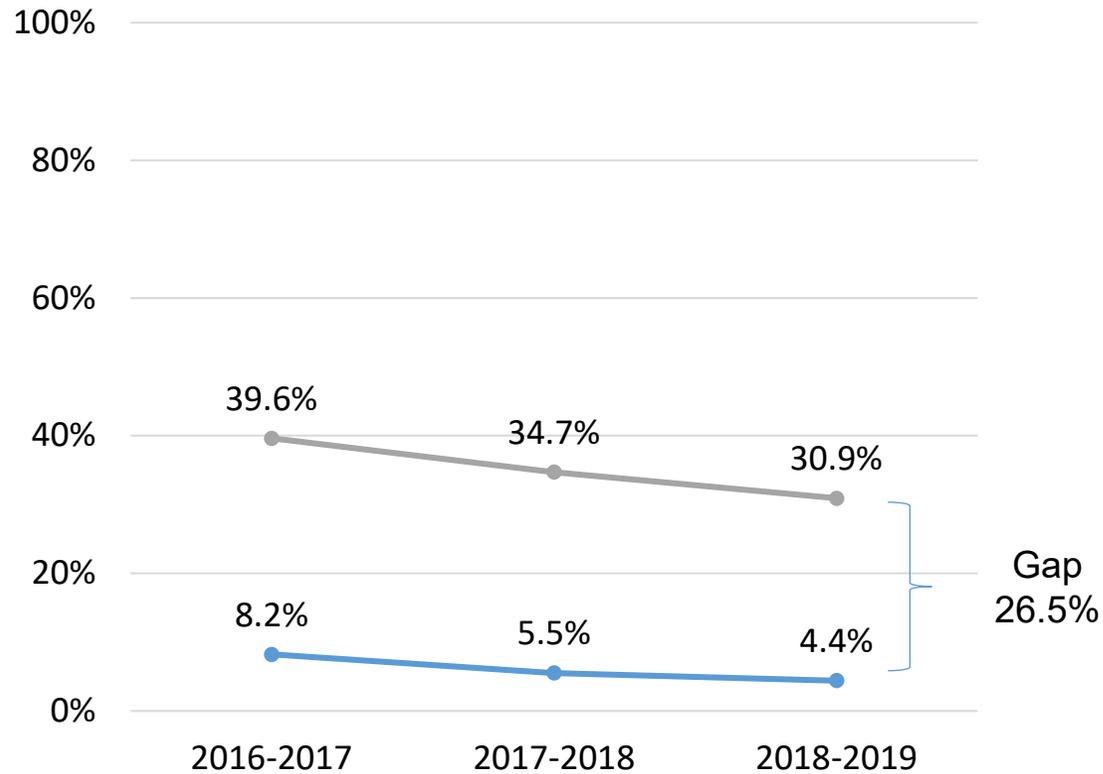


—●— Students with Disabilities —●— Students Without Disabilities

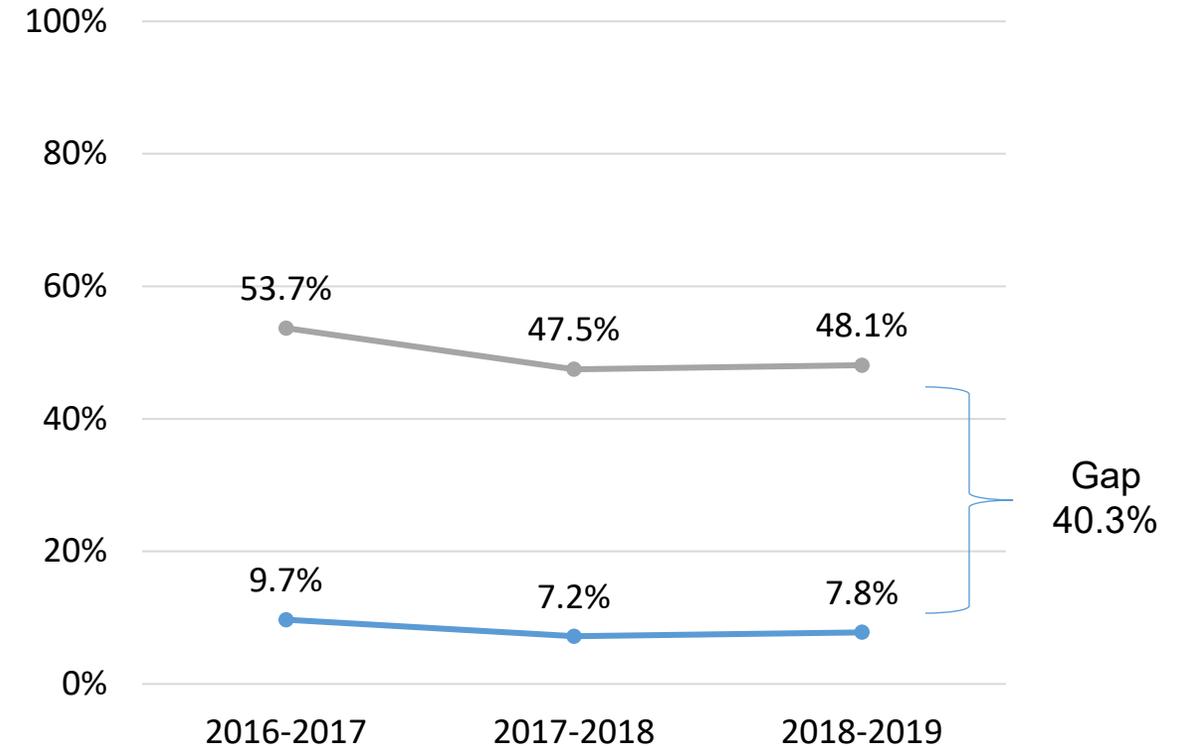
*Proficiency on the grade 3-8 assessments is met with a performance level of 4 or 5.

How do students with disabilities perform on high school assessments?

Percent Proficient* Algebra I



Percent Proficient* English Language Arts 10

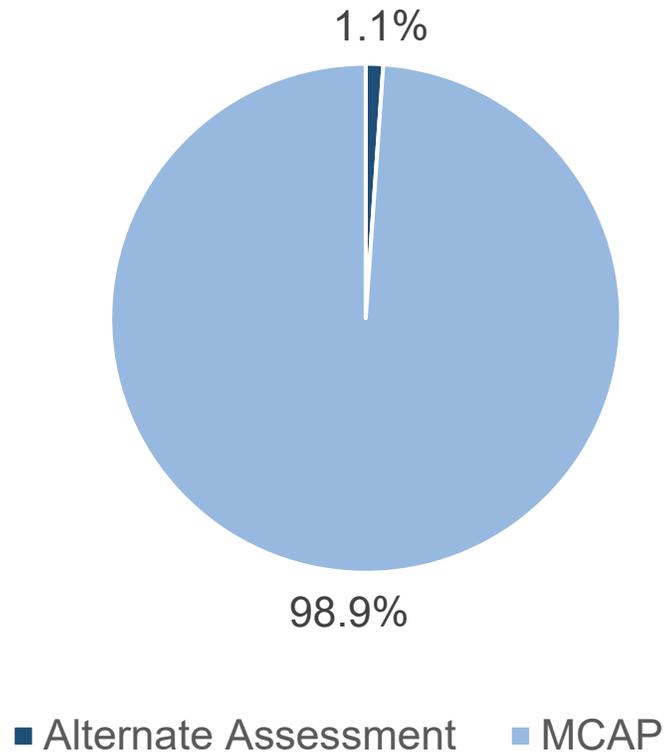


— Students with Disabilities — Students Without Disabilities

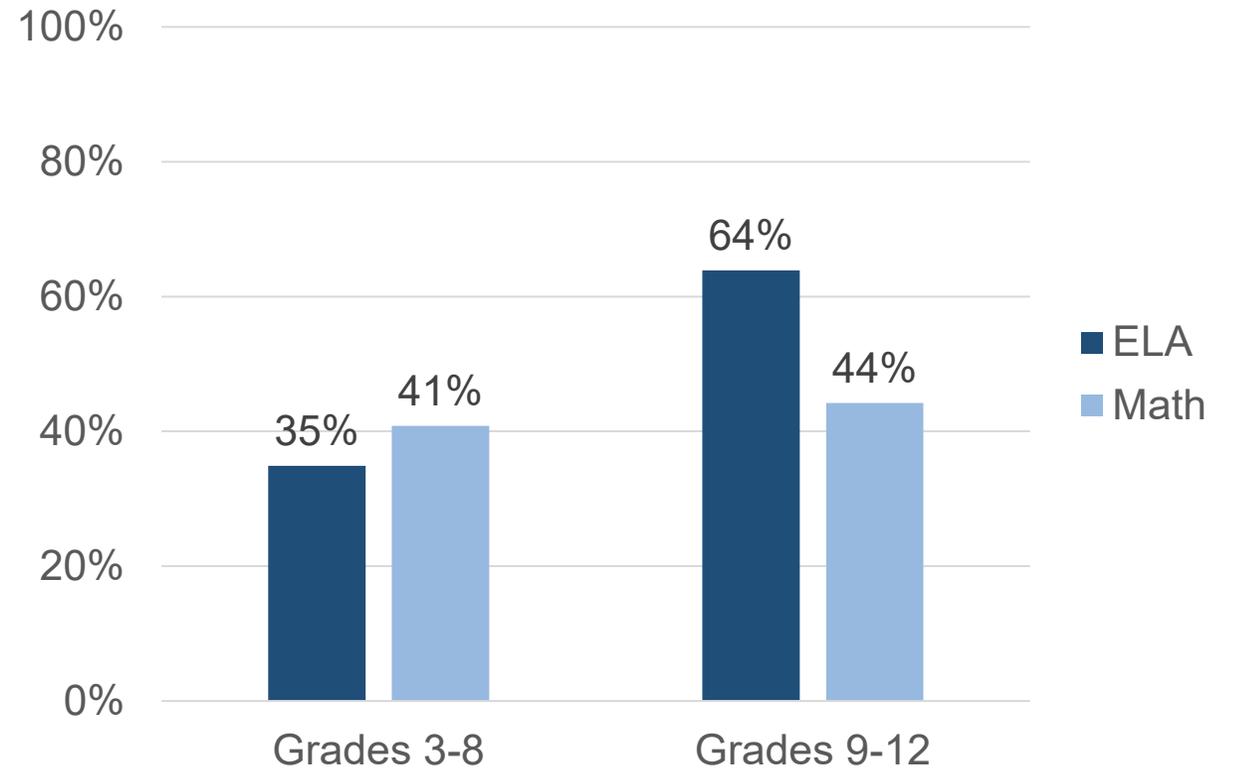
*Proficiency on the high school assessments is met with a performance level of 4 or 5.

How do students with disabilities perform on alternate assessments?

Alternate Assessment Participation



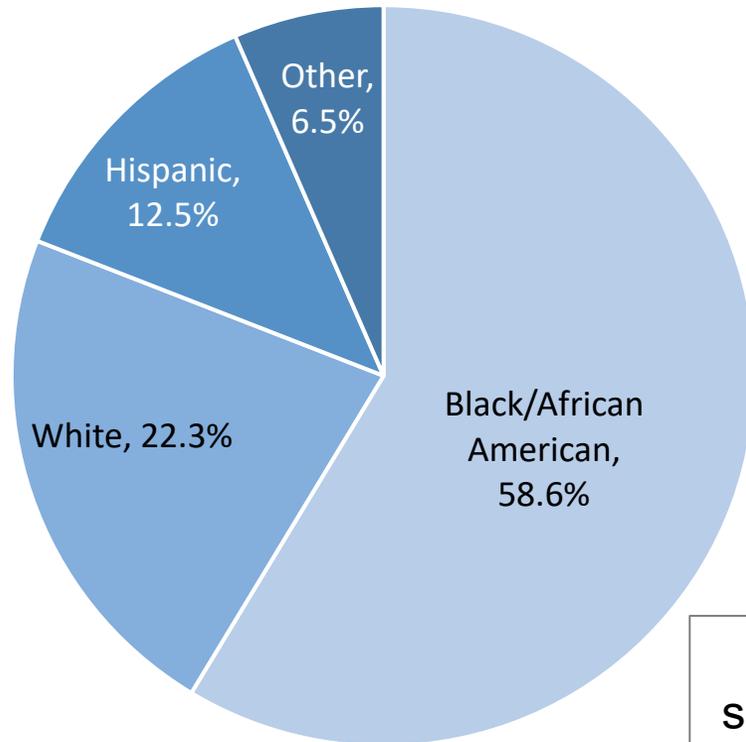
Alternate Assessment Percentage of Students Achieving Proficiency*



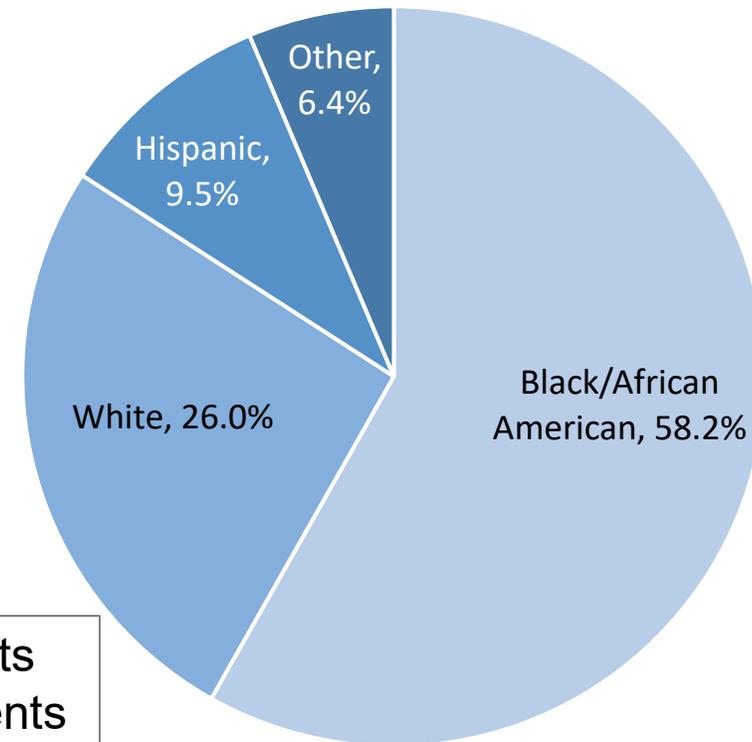
*Proficiency on the alternate assessments is met with a performance level of 3 or 4.

How do suspensions of students with disabilities compare with all students?

Percentage of All Suspended Students by Race
(Total Suspended = 40,435)



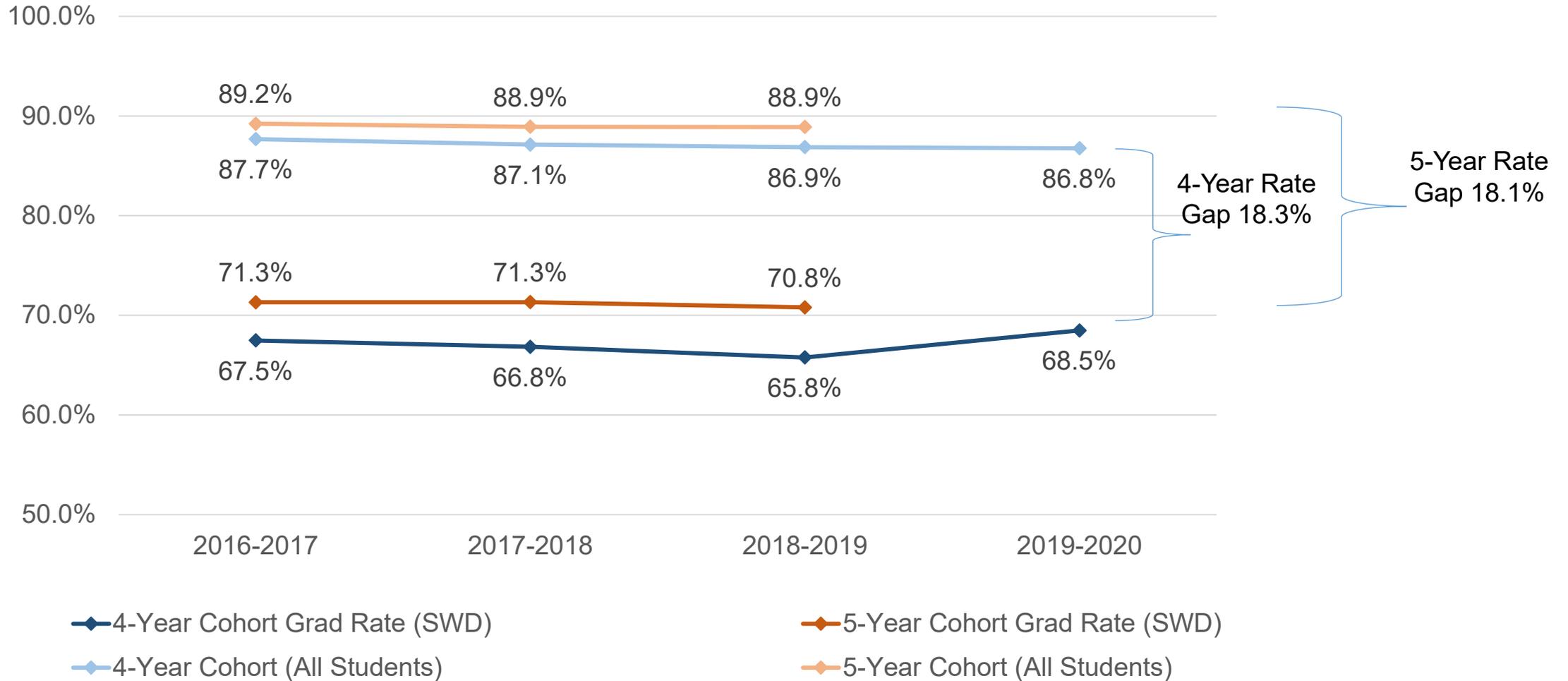
Percentage of Suspended Students with Disabilities by Race
(Total Suspended = 10,880)



27% of total students suspended are students with disabilities.

Graduation Data for Students with Disabilities

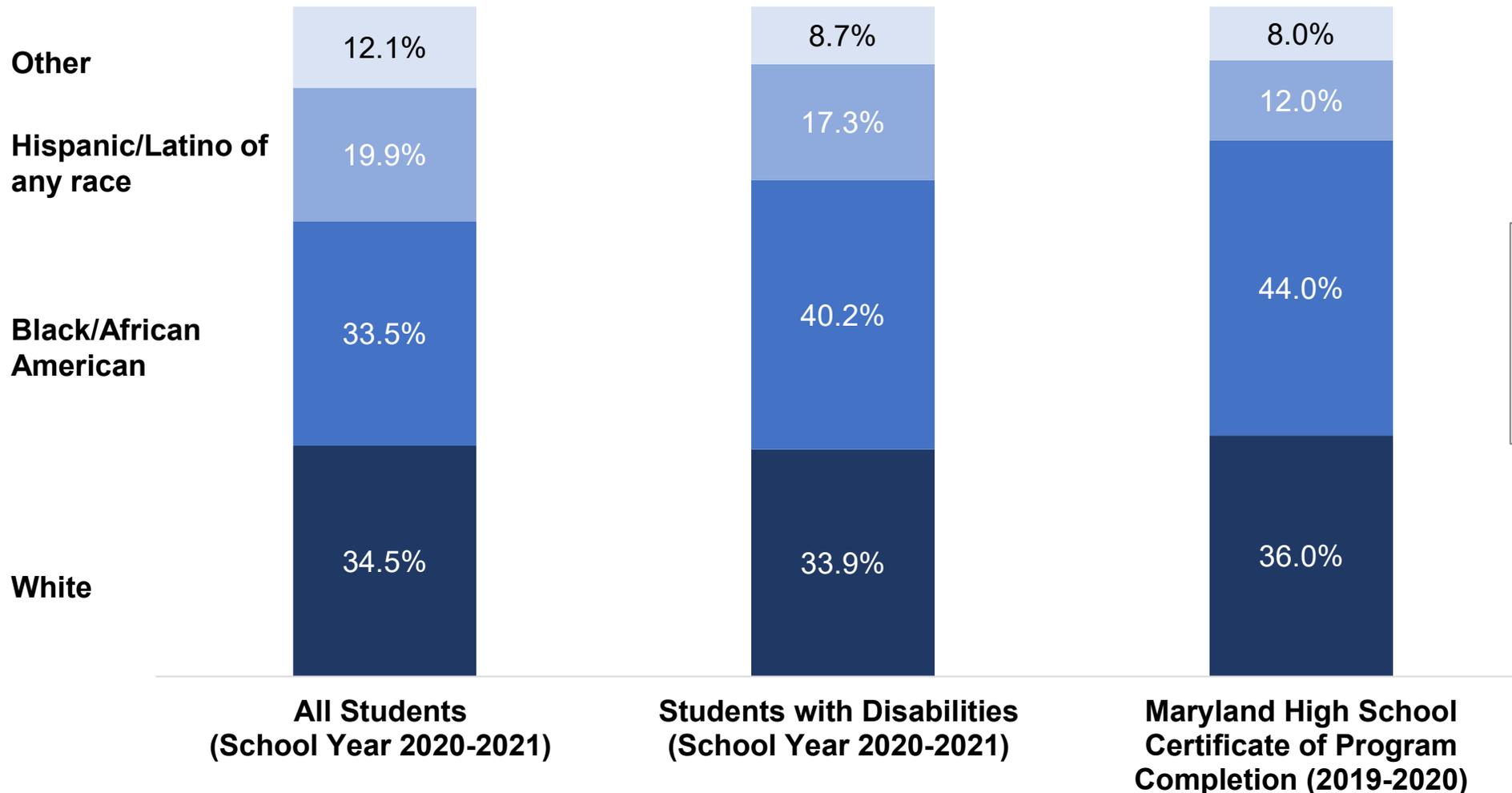
Cohort Graduation Rates



Race Distribution for All Students, Students with Disabilities, and Students Exiting with a Certificate of Program Completion

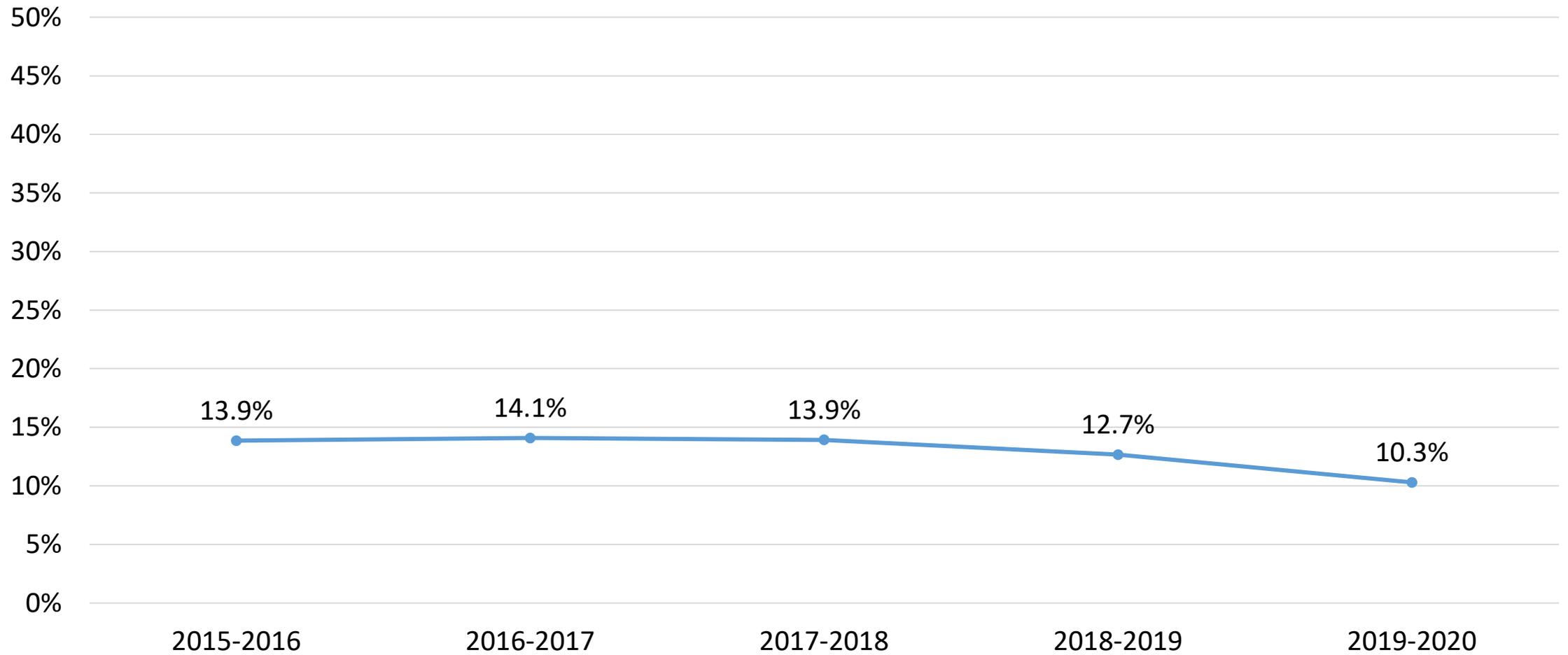


All Students, Students with Disabilities and Students exiting with a Maryland High School Certificate of Program Completion by Race

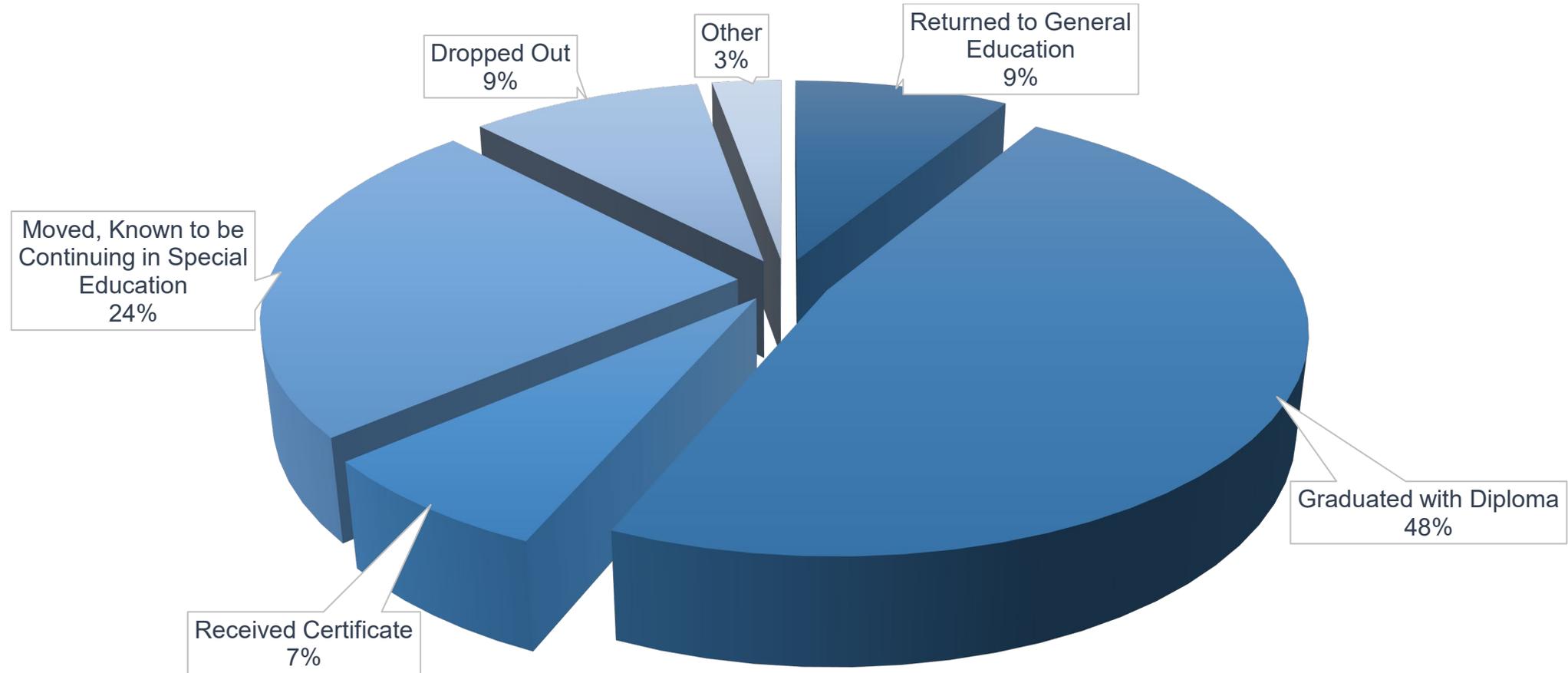


32% of students exiting with a Maryland High School Certificate of Program Completion are FARMs.

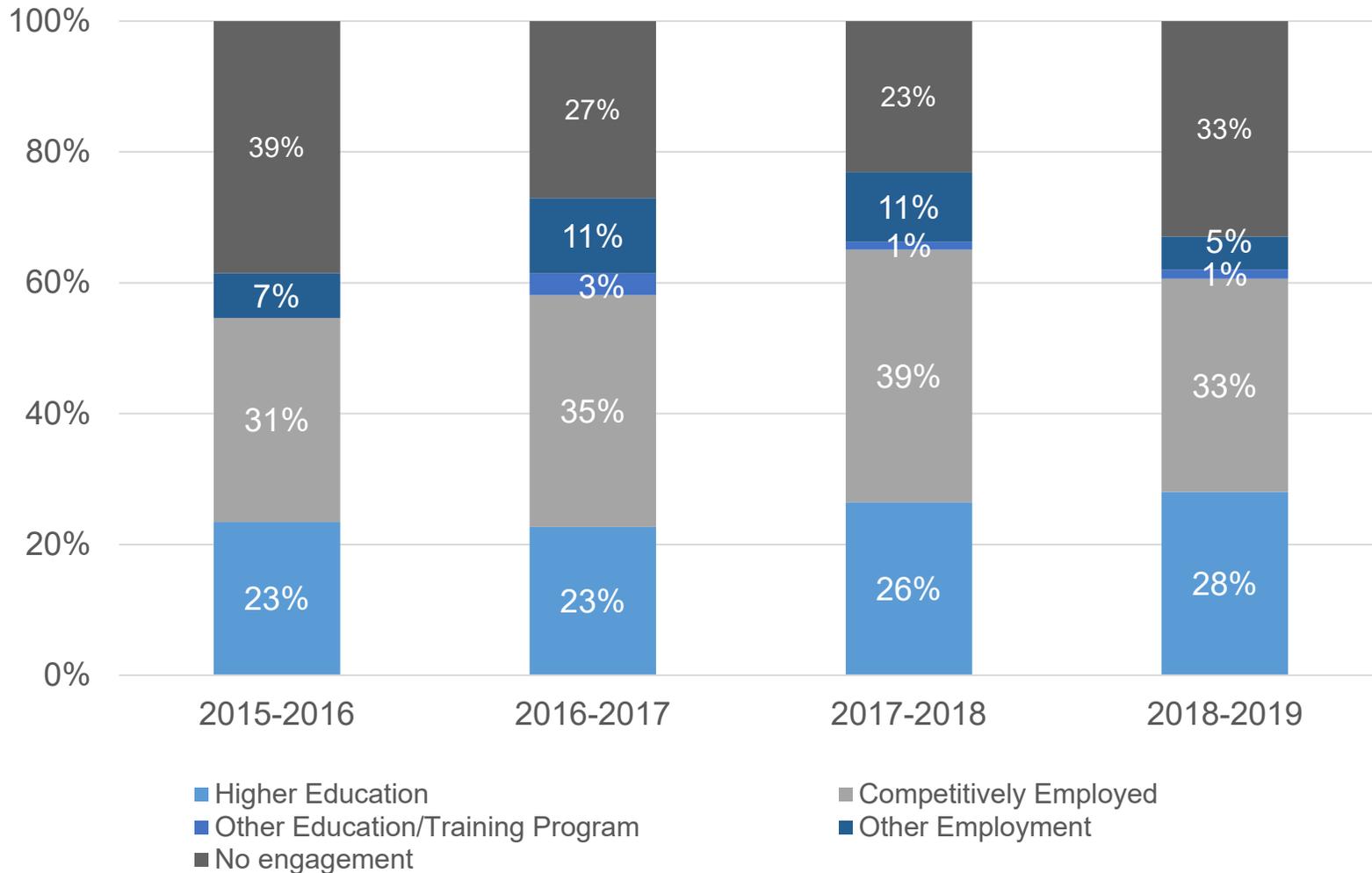
Cohort Dropout Rate for Students with Disabilities



Students with Disabilities by Exit Reason



Post-Secondary Outcomes for Students with Disabilities

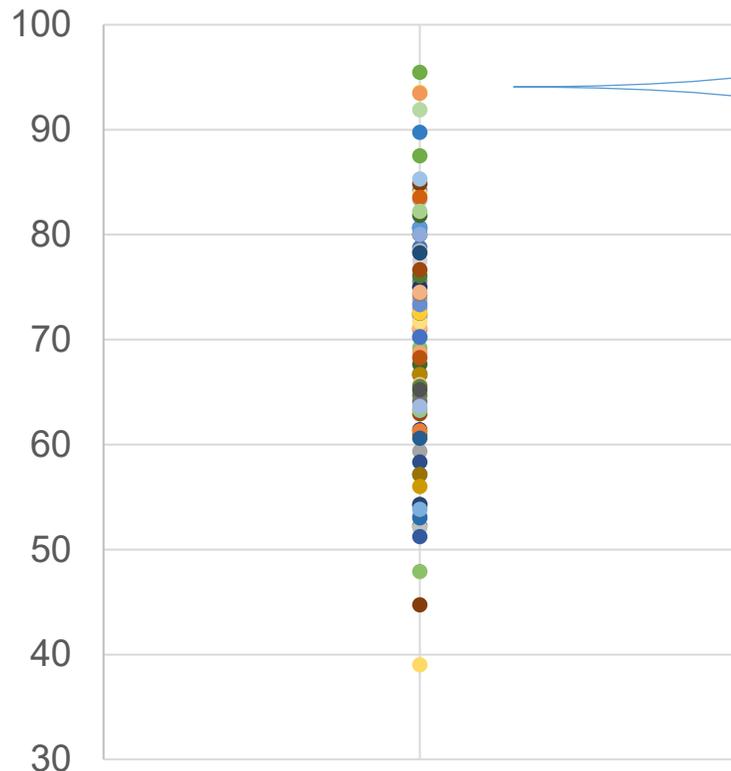


Maryland is making greater improvement than the national average in:

- Higher education enrollment
- Competitive employment
- Other education/training programs

High Schools Excelling: Graduation Rate for Students with Disabilities

Maryland high schools having at least 30 students with disabilities. Each dot represents a school placed at the 4-year cohort graduation rate result for the school (School Year 2018-2019).



4-year Cohort Graduation Rate

School A: Students with Disabilities
95.5% Four-year adjusted cohort graduation rate

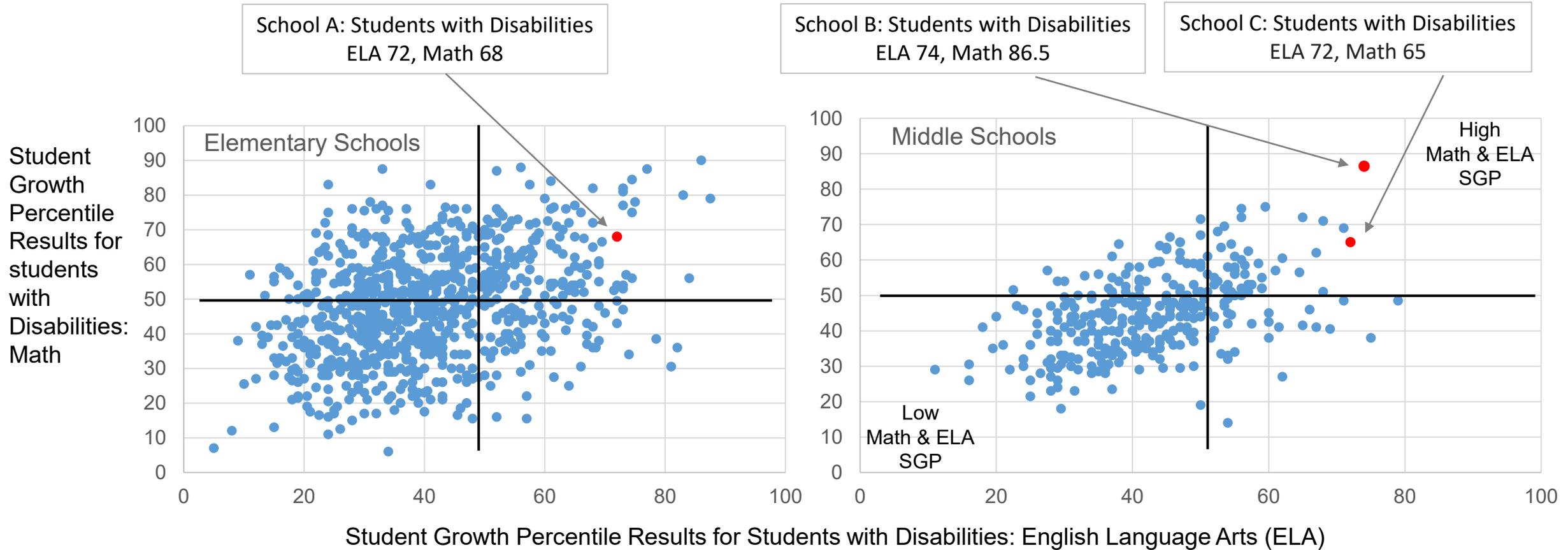
School B: Students with Disabilities
93.5% Four-year adjusted cohort graduation rate

School C: Students with Disabilities
91.9% Four-year adjusted cohort graduation rate

Elementary and Middle Schools Excelling: Student Growth Percentile (SGP) for Students with Disabilities



The student growth percentile is a school measure of the progress students are making in comparison to their academic peers in math and English Language Arts. Schools with a higher SGP result have students making greater progress. Each dot below represents an Elementary or Middle school meeting the N-size for student with disabilities.



Differentiated Accountability Framework

- Annual Evaluation of Local Performance: Compliance & Results
- Assignment to 1 of 4 Tiers of Technical Assistance: Universal to Intensive

Regionalized Technical Assistance Model

- National Experts to build state capacity
- Cross-Divisional Teams to build local capacity
 - Early Childhood
 - Secondary Transition
 - Access, Equity, Progress
 - Family Engagement
 - Resource Management
- Grant Funding: *Local Implementation for Results*
- Customizable Professional Learning Library/Learning Management System



Innovative, Evidence-Based Tools and Practices for Implementation

- Micro-Credential for IEP Chairpersons
- Professional Learning Community (PLC) for Educators: General & Special Education
- State Personnel Development Grant (SPDG) to improve mathematics proficiency & social-emotional competence through evidence-based professional learning and coaching