

Assessing Special Education Students

We Assess

Regular Standardized Assessment

- With and without accommodations

Modified Assessments – 2% assessment

- Focused assessments in reading and math

Alternate Assessments – 1% assessment

- Based on grade level standards,, modified standards or alternate standards

2009 MARYLAND REPORT CARD

RESULTS BY: > STATE > COUNTY > SCHOOL

AYP: ADEQUATE YEARLY PROGRESS

Middle Schools (Grades 6-8): Not Met

All indicators for Grades 6-8 must be "Met".

	Reading			Mathematics			Attendance
	Percent Proficient	Participation Rate	Participation Rate	Percent Proficient	Participation Rate	Participation Rate	
All Students	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
American Indian/ Alaskan Native	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Asian/Pacific Islander	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
African American	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
White (not of Hispanic origin)	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Hispanic	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Free/Reduced Meals	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Special Education	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Limited English Proficient	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09

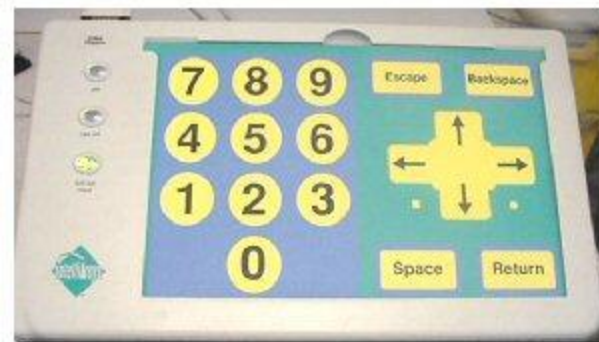
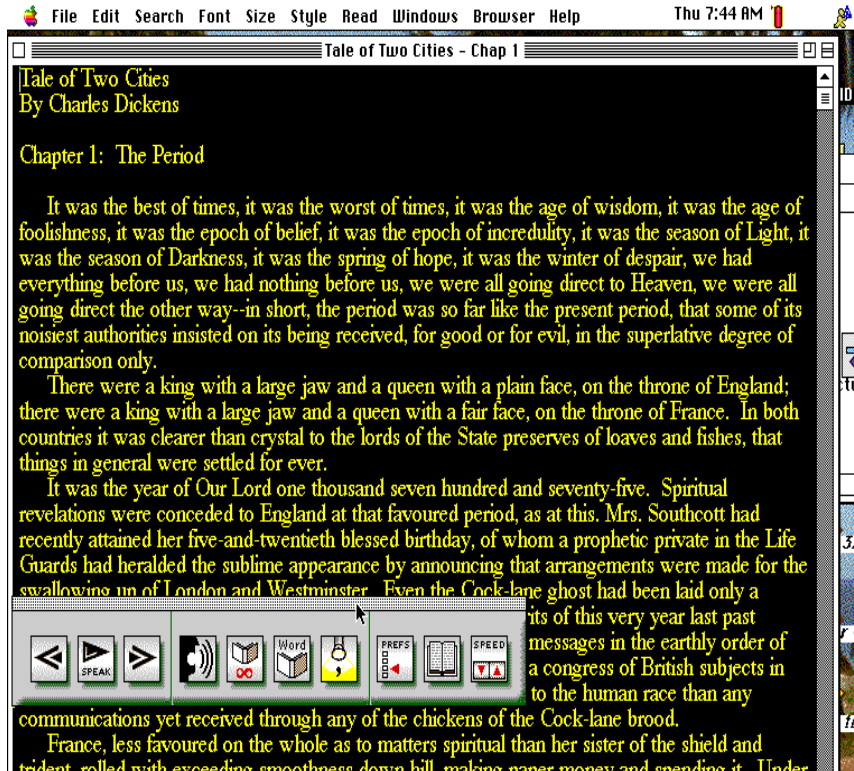
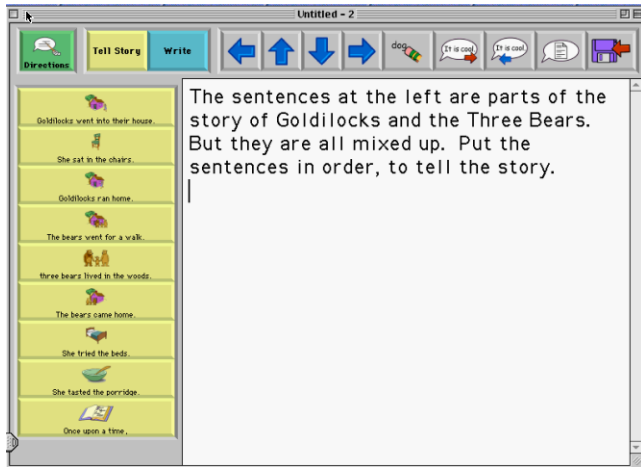
High Schools (Grades 9-12): Not Met

All indicators for Grades 9-12 must be "Met".

	Reading			Mathematics			Graduation
	Percent Proficient	Participation Rate	Participation Rate	Percent Proficient	Participation Rate	Participation Rate	
All Students	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
American Indian/ Alaskan Native	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Asian/Pacific Islander	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
African American	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
White (not of Hispanic origin)	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Hispanic	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Free/Reduced Meals	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Special Education	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09
Limited English Proficient	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09	07 08 09

■ AYP Met
 ■ AYP Not Met

We Accommodate – MSA's, Mod-MSA's, ALT-MSA's



Universally Designed Assessments

- Performance-based assessments
- School district determined test
- Principles of Universally Designed Assessments (NCEO)
 - **Principle One: Equitable Use:** The design is useful and marketable to people with diverse abilities.
 - **Principle Two: Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities.
 - **Principle Three: Simple and Intuitive Use:** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
 - **Principle Four: Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
 - **Principle Five: Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.
 - **Principle Six: Low Physical Effort:** The design can be used efficiently and comfortably and with a minimum of fatigue.
 - (National Center for Educational Outcomes:
<http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis44.html>)

Electronic Reporting, Progress Monitoring and Outcome Data

Maryland State Department of Education

Maryland Online IEP

MSDE Division of Special Education and Early Intervention Services



This IEP online database and statewide process and forms are for improving services for students with disabilities.

[Center for Technology in Education](#) | Johns Hopkins University

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Funding provided through MSDE, Division of Special Education/Early Intervention Services from Part B. Grant # H027A070035A the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other Federal Agency and should not be regarded as such. The Division of Special Education/Early Intervention Services receives funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Please read the following confidentiality statement:

An individual student's IEP developed through this online process constitutes an educational record. Each participating agency and participant or user of the Online IEP shall protect the confidentiality of personally identifiable information in accordance with federal regulations 34 CFR 999, 34 C.F.R. 55 300.610 through 300.627, and Maryland regulation COMAR 13A.08.02.


TestTrax

TestTrax Testing Summary Page - Microsoft Internet Explorer provided by Baltimore County Public Schools

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Address <http://testtrax.bcps.org/summary.asp?OP=V&SI=24384060&W=200501&L=5&K=J51557219338086> Go Links



TESTING SUMMARY
User -- Deep Creek Middle - Couns
Authority Level -- Counselor

The Baltimore County Public Schools Choice for Student Performance Analysis

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The following information is available in the TestTrax database. Click on any test code below to view the detailed data for that test.

STUDENT-LEVEL TESTING SUMMARY

Baltimore County Public Schools
Smith, Terean

STUDENT INFORMATION		DEMOGRAPHICS	
School:	Deep Creek Middle	Ethnicity:	African Amer
Grade Level:	08	Gender:	Female
Class:	Multiple	ESOL Status:	Non-ESOL
Birthdate:	11-10-1991	Spec Ed Sts:	Non-Spec Ed
		Gifted Sts:	Non-Gifted
		Lunch Status:	***

YEAR	TEST	SCORING HIGHLIGHTS ...		
2004	MSA 05-01-04 DCRKMS 07	Reading	Mathematics	
		PL: 1	PL: 1	
		SCO: 362	SCO: 343	
2003	CTBS 05-01-03 GLDRNG 06	Reading	Reading Tot	Lang Mech
		GEQ: 4.4	GEQ: 4.0	GEQ: 5.0
		NPR: 30	NPR: 25	NPR: 35

Done Local intranet

start TestTrax Testing Sum... Testtrax Screen Shot... 11:08 AM

Cognos

HSA Cube - Cognos PowerPlay Web Explorer - Microsoft Internet Explorer provided by Baltimore County Public Schools

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Address: https://cognos/cognos/cgi-bin/ppdscgi.exe?DC=Q&nia=Run&nid=c9dc6274db4f11d8902a8544d3a67960&nic=%2FProduction%20Cubes%2FHSA%20Cube&nih=0&back=http Go Links

Cognos PowerPlay Web Explorer HSA Cube COGNOS

All School Years 03 All Subjects All Performance Levels Central All Races All Genders All Grades
 BCPS -GT Included MSDE-ESOL Included MSDE-FARM Included MSDE-SPEd Included MSDE-504 Included Title 1
 MEASURES

Test Taken as values	Middle School						High School						
	COCKEYSVILLE MIDDLE	DUMBARTON MIDDLE	HEREFORD MIDDLE	LOCH RAVEN TECH ACAD	RIDGELY MIDDLE	Middle School	CARVER CTR ARTS TECH	DULANEY HIGH SCHOOL	HEREFORD HIGH	LOCH RAVEN HIGH	TOWSON HIGH SCHOOL	High School	
2001-2002	Yes	183	187	212	114	273	969	473	1,148	840	603	944	4,008
	No	7	21	6	37	19	90	182	431	191	347	181	1,332
	All Performance Levels	190	208	218	151	292	1,059	655	1,579	1,031	950	1,125	5,340
2002-2003	Yes	167	195	254	102	260	978	475	1,251	929	608	927	4,190
	No	9	15	3	49	12	88	211	426	321	325	327	1,610
	All Performance Levels	176	210	257	151	272	1,066	686	1,677	1,250	933	1,254	5,800
2003-2004	Yes	175	219	211	116	299	1,020	576	1,314	1,024	697	992	4,603
	No	3	9	6	22	8	48	131	431	265	300	270	1,397
	All Performance Levels	178	228	217	138	307	1,068	707	1,745	1,289	997	1,262	6,000
All School Years	544	646	692	440	871	3,193	2,048	5,001	3,570	2,880	3,641	17,140	

TOWSON HIGH SCHOOL Local intranet

start HSA Cube - Cognos P... 9:59 AM

Data Use

- Who is using this data?
 - Data in and of itself tells us nothing other than what is.
 - Data that tells us what is, should be transformed into what to do.
 - Data that tells us what to do should be fed back into what is.
 - Further data that tells us what to do should tell us what to change.



[Load Old Request](#)

Step 1 - Select Table

PartB_Students

Step 2 - Select Row(s)

	Category	Field
Row One:	Disability/LRE	disability
Row Two:	-----	-----
Row Three:	-----	-----

Step 3 - Select Column

	Category	Field
Column:	Disability/LRE	LRE

Step 4 - Select SSIS Year(s)

1999
 2000
 2001
 2002
 2003

Step 5 - Select Eligibility

Eligibility 1
 Eligibility 2
 Eligibility 3

next step

Demographics	Disability/LRE
Birth Date, Gender, Race, Age	IEP and Eval Date
LEP	Eligibility
Service and Residence School	Disability
Grade, County	LRE A = <21% LRE B = 21 to 60% LRE C = >61%
Birth Date and Data Year	ESY and Transportation
Medical Assistance = Yes or No	Assistive Technology Device = Yes or No

disability	LRE Total	A. Outside General Education Settings Less Than 21%	B. Outside General Education Settings Between 21 and 60%	C. Outside General Education Settings More Than 60%
01 Mental Retardation	6814	624 [9%]	1454 [21%]	3644 [54%]
02 Hearing Impairment	666	414 [62%]	71 [11%]	96 [14%]
03 Deaf	715	110 [15%]	28 [4%]	101 [14%]
04 Speech or Language Impairments	29349	18020 [61%]	2388 [8%]	1518 [5%]
05 Visual Impairments	574	292 [51%]	31 [5%]	18 [3%]
06 Emotional Disturbance	9727	2554 [26%]	1295 [13%]	2884 [30%]
07 Orthopedic Impairments	537	228 [43%]	57 [11%]	88 [16%]
08 Other Health Impairments	11055	6730 [61%]	2192 [20%]	1553 [14%]
09 Specific Learning Disabilities	40647	24803 [61%]	10385 [26%]	4966 [12%]
10 Multiple Disabilities	5475	894 [16%]	771 [14%]	1840 [34%]
12 Deaf-Blindness	28	4 [14%]	1 [4%]	2 [7%]
13 Traumatic Brain Injury	337	118 [35%]	66 [20%]	75 [22%]
14 Autism	4084	952 [23%]	419 [10%]	1364 [33%]
15 Developmental Delay	3752	245 [7%]	91 [2%]	246 [7%]
Total disability	113760	55988 [49%]	19249 [17%]	18395 [16%]

Least Restrictive Environment by Disability

1. 90% of Children 3 through 21 in LRE A, B, and C (note that the placements run past c)

2. Distribution of Groups

Specific Learning Disabilities (99% Total ABC)

LRE A = 61% LRE B = 26% LRE C = 12%

Speech and Language (74% Total ABC)

LRE A = 61% LRE B = 8% LRE C = 5%

Emotional Disturbance (69% Total ABC)

LRE A = 26% LRE B = 13% LRE C = 30%

Other Health Impairments (95% Total ABC)

LRE A = 61% LRE B = 20% LRE C = 14%

Mental Retardation (84% Total ABC)

LRE A = 9% LRE B = 21% LRE C = 54%

Multiple Disabilities (91% Total ABC)

LRE A = 16% LRE B = 21% LRE C = 54%

Autism (66% Total ABC)

LRE A = 23% LRE B = 10% LRE C = 33%

Data Mining and Traditional Discovery Methods

- **Descriptive Models:** Used to **describe patterns** and to create meaningful subgroups or clusters.
 - 2003 student data: Answers the question, this is what is happening – clustered into groups
- **Predictive Models:** Used to **forecast explicit values**, based upon patterns in known results.
 - Based on 2003 student data, what would you predict 2004 data to look like?
 - Apply same model for 2004, 2005, and 2006, and see if your predictions stand up – if not change model or add new data fields

Node 1		
DISABILITY\$ = (01 Mental Retardation, 03 Deaf,05 Visual Impairments, 06 Emotional Disturbance, 07 Orthopedic Impairments, 10 Multiple Disabilities, 12 Deaf-Blindness, 13 Traumatic Brain Injury, 14 Autism,15 Developmental Delay)		
Class	Cases	%
A	24406	65.6
B	5497	14.8
C	6130	16.5
F&G	1146	3.1
W = 37179.000		
N = 37179		

The overall LRE A rate is 65.6%.



The population is split into 2 different subgroups on disability.

Terminal Node 1		
Class	Cases	%
A	2048	27.9
B	1076	14.7
C	3226	44.0
F&G	978	13.3
W = 7328.000		

The first subgroup (Terminal Node 1) contains disabilities 01, 03, 05, 06, 07, 10, 12, 13, 14 and 15, with a LRE A rate of 27.9%.

Node 2		
DISABILITY\$ = (04 Speech or Language Impairments)		
Class	Cases	%
A	22358	74.9
B	4421	14.8
C	2904	9.7
F&G	168	0.6
W = 29851.000		

The other subgroup (Node 2) contains all the disabilities not in the other subgroup, with a LRE A rate if 74.9%:

- 02 - Hearing Impairment
- 04 - Speech/Language
- 08- Other Health Impairment
- 09 - Specific Learning Disability

Terminal Node 2		
Class	Cases	%
A	13374	86.7
B	1053	6.8
C	936	6.1
F&G	57	0.4
W = 15420.000		

Disability Speech and Language, with a LRE A rate of 86.7%.

Terminal Node 3		
Class	Cases	%
A	8984	62.3
B	3368	23.3
C	1968	13.6
F&G	111	0.8
W = 14431.000		

All the disabilities in Node 2, except for Speech and Language, with a LRE A rate of 62.3%