



Workgroup Data Overview

September 20, 2023

Overview

The following data is provided in response to the inquiries from the Students with Disabilities Workgroup. The first dataset, *Disability Category by Least Restrictive Environment (LRE)* displays the number and percent of students in Maryland identified as having autism, emotional disabilities, intellectual disabilities, and specific learning disabilities by LRE over the course of three academic years—2020-2021, 2021-2022, 2022-2023. The second dataset, *Alternate Assessment by Race/Ethnicity and LRE*, presents the number and percent of students with disabilities who took the alternate assessment in 2020-2021, 2021-2022, 2022-2023 broken down by race/ethnicity and LRE. The third dataset is the *College Enrollment Trend* data for Students with Disabilities measure within 12 months, 16 months, and 24 months after graduation from a Maryland public high school. Some data may not be displayed and replaced with an asterisk (*) due to data disclosure methodologies to protect the privacy of students. Additional information on MSDE’s data disclosure methods can be found [here](#).

LEAST RESTRICTIVE ENVIRONMENT BY DISABILITY

In examining students’ least restrictive environments by disability, four disability categories were considered: autism, emotional disability, intellectual disability, and specific learning disability. Across all three years, the highest proportion of students with specific learning disabilities were in LRE A placements (an average of 87.36%). Students with emotional disabilities had the next highest placement of students in LRE A, with an average of 53.8% of these students receiving services inside of the general education classroom at least 80% of the time, followed by students with autism who had an average placement in LRE A of 43.79% and students identified as having intellectual disabilities (average LRE A of 20.12%).

Students with intellectual disabilities consistently received the more restrictive placement of LRE C with an average of 49.15% of these students in general education settings less than 40% of the time. Students with specific learning disabilities experienced these placements at a much lower rate over this timeframe with an average of 2.15% of these students in LRE C.

Students identified with specific learning disabilities had the lowest proportion placed in separate facilities (LRE D + E + F + G + H + I + U + V), with an average of 1.67% of students receiving these placements. During this same timeframe, students with intellectual disabilities were placed in separate facilities at an average rate of 6.78%, followed by students with autism (average separate LRE of 13.69%) emotional disabilities (average separate LRE of 19.72%).

2020-2021 Least Restrictive Environment by Disability															
Disability	LRE A		LRE B		LRE C		LRE D + E		LRE F		LRE G		LRE H + I + U + V		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Home or Hospital		Public Day		Private Day		Public/ Private Residential or Correctional Facilities or Parentally Placed		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Autism	5601	43.56%	1687	13.12%	3728	28.99%	14	0.11%	497	3.86%	1263	9.82%	69	0.54%	12859
Emotional Disability	2904	51.62%	634	11.27%	919	16.33%	31	0.55%	235	4.18%	840	14.93%	63	1.12%	5626
Intellectual Disability	1093	18.02%	1447	23.86%	3084	50.86%	13	0.21%	218	3.59%	183	3.02%	26	0.43%	6064
Specific Learning Disability	25610	87.09%	2616	8.90%	704	2.39%	18	0.06%	13	0.04%	199	0.68%	246	0.84%	29406

2021-2022 Least Restrictive Environment by Disability															
Disability	LRE A		LRE B		LRE C		LRE D + E		LRE F		LRE G		LRE H + I + U + V		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Home or Hospital		Public Day		Private Day		Public/ Private Residential or Correctional Facilities or Parentally Placed		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Autism	5830	44.18%	1702	12.90%	3824	28.98%	43	0.33%	489	3.71%	1238	9.38%	71	0.54%	13197
Emotional Disability	2701	54.26%	566	11.37%	727	14.60%	29	0.58%	177	3.56%	729	14.64%	49	0.98%	4978
Intellectual Disability	1164	20.15%	1354	23.44%	2858	49.48%	23	0.40%	198	3.43%	152	2.63%	27	0.47%	5776
Specific Learning Disability	24873	87.41%	2460	8.65%	629	2.21%	19	0.07%	13	0.05%	206	0.72%	255	0.90%	28455

2023-2023 Least Restrictive Environment by Disability															
Disability	LRE A		LRE B		LRE C		LRE D + E		LRE F		LRE G		LRE H + I + U + V		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Home or Hospital		Public Day		Private Day		Public/Private Residential or Correctional Facilities or Parentally Placed		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Autism	6470	43.58%	1949	13.13%	4526	30.49%	38	0.26%	546	3.68%	1246	8.39%	71	0.48%	14846
Emotional Disability	2619	55.52%	535	11.34%	686	14.54%	38	0.81%	135	2.86%	656	13.91%	48	1.02%	4717
Intellectual Disability	1308	22.20%	1446	24.54%	2775	47.10%	18	0.31%	185	3.14%	137	2.33%	23	0.39%	5892
Specific Learning Disability	26189	87.58%	2661	8.90%	557	1.86%	30	0.10%	*	*	200	0.67%	261	0.87%	*

ALTERNATE ASSESSMENT TAKERS BY RACE/ETHNICITY AND LRE

In examining the LREs of students with disabilities taking the alternate assessment by race/ethnicity, five racial/ethnic categories were considered (Asian, Black/African American, Hispanic/Latino, Two or More Races, White) and five LRE categories were examined (A, B, C, F, G). Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native students have been removed due to suppression rules of less than 10 students per each LRE. In addition, all LREs with less than 10 students per each race placed in that setting have been removed.

In considering LRE A by race/ethnicity, an average of 6.6% of white students who took the alternate assessment were placed in LRE A between 2020 and 2023. Lower proportions of Black/African American and Hispanic/Latino students taking the alternate assessment, 2.9% and 3.37% respectively, were placed in LRE A. In terms of LRE C, white students had the lowest proportion represented in this placement with an average of 50.3% in general

education settings less than 40% of the time whereas the proportion of Black/African American and Hispanic/Latino students was consistently higher than that of other racial/ethnic categories with 66.1% and 68.13%, respectively, in LRE C.

In terms of separate facilities, the proportion of Black/African American and Hispanic/Latino students taking the alternate assessment who were placed in public day schools was the highest with an average of 13.5% and 11.83% in LRE F. On the other hand, the proportion of white students taking the alternate assessment who were placed in private day schools was the highest across all racial/ethnic categories with an average of 10.4% of these students placed in LRE G.

2021-2022 Alternate Assessment Takers by Race/Ethnicity and LRE											
Ethnicity/Race	LRE A		LRE B		LRE C		LRE F		LRE G		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Public Day		Private Day		
	N	%	N	%	N	%	N	%	N	%	N
Asian	*	*	59	20.3%	177	60.8%	33	11.3%	13	4.5%	291
Black or African American	46	2.5%	217	11.9%	1119	61.4%	274	15.0%	156	8.6%	1823
Hispanic or Latino	27	3.3%	101	12.5%	521	64.6%	122	15.1%	26	3.2%	806
Two or More Races	*	2.6%	40	21.2%	109	57.7%	15	7.9%	18	9.5%	189
White	87	6.9%	256	20.2%	621	48.9%	151	11.9%	145	11.4%	1269

2021-2022 Alternate Assessment Takers by Race/Ethnicity and LRE											
Ethnicity/Race	LRE A		LRE B		LRE C		LREF		LRE G		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Public Day		Private Day		
	N	%	N	%	N	%	N	%	N	%	N
Asian	14	4.2%	72	21.6%	196	58.9%	36	10.8%	11	3.3%	333
Black or African American	62	3.2%	252	13.1%	1225	63.5%	218	11.3%	152	7.9%	1928
Hispanic or Latino	26	3.4%	95	12.5%	546	71.7%	60	7.9%	31	4.1%	762
Two or More Races	*	*	43	19.7%	125	57.3%	20	9.2%	18	8.3%	218
White	100	7.3%	270	19.6%	714	51.9%	146	10.6%	133	9.7%	1375

2022-2023 Alternate Assessment Takers by Race/Ethnicity and LRE											
Ethnicity/Race	LRE A		LRE B		LRE C		LREF		LRE G		Total
	In General Education 80% or More		In General Education between 40-79%		In General Education less than 40%		Public Day		Private Day		
	N	%	N	%	N	%	N	%	N	%	N
Asian	*	*	74	19.2%	236	61.3%	53	13.8%	14	3.6%	385
Black or African American	63	3.0%	231	11.0%	1329	63.1%	301	14.3%	174	8.3%	2107
Hispanic or Latino	32	3.4%	119	12.7%	639	68.1%	117	12.5%	29	3.1%	939
Two or More Races	*	*	38	16.7%	148	64.9%	19	8.3%	14	6.1%	228
White	71	5.6%	265	20.8%	638	50.1%	162	12.7%	128	10.1%	1273

DEFINITIONS

Least Restrictive Environment

The least restrictive environment is the educational environment that an IEP team decides is the most appropriate for a student's needs and abilities. Ideally, students with special needs should be educated, as much as possible, in general education classrooms alongside their non-disabled peers. The LREs examined in these datasets include:

LRE	Description
A	Inside General Education Settings 80% or More – All special education and related services are provided to a student who is served inside the general education setting for 80% or more of the school day.
B	Inside General Education Settings Between 40 and 79% – All special education and related services are provided to a student who is served inside the general education setting for 40–79% of the school day.
C	Inside General Education less than 40% – All special education and related services are provided to a student who is served inside the general education setting for less than 40% of the school day.
D	Homebound Placement – All special education and related services are provided in the child's family or caregiver's residence.
E	Hospital Placement – All special education and related services are provided in a medical treatment facility on an inpatient basis.
F	Public Separate Day School – All special education and related services are provided in a public separate day facility that does not house programs for students without disabilities . This LRE is restricted to students who attend a public separate day school for more than 50% of the school day.
G	Private Separate Day School – All special education and related services are provided in a private separate day facility that does not house programs for students without disabilities . This LRE is restricted to students who attend a private separate day school for more than 50% of the school day.

LRE	Description
H	Public Residential Facility – All special education and related services are provided in a public residential facility. This LRE is restricted to students who attend a public residential facility for more than 50% of the school day.
I	Private Residential Facility – All special education and related services are provided in a private residential facility. This LRE is restricted to students who attend a private residential facility for more than 50% of the school day.
U	Correctional Facilities – All special education and related services are provided in a correctional facility. These data are intended to be an unduplicated count of all children receiving special education services in: Short-term detention facilities (community-based or residential), or correctional facilities
V	Parentally Placed in Private Schools – Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools, whose basic education is paid through private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. <i>This does not include children who are home-schooled or placed in private/nonpublic schools by the LEA.</i>

College Enrollment Trend Data for Students with Disabilities (2016-2021)

The enrollment in college of Maryland students after graduating high school is measured at specific points in time. MSDE is able to determine the enrollment of students in postsecondary institutions through data acquired from the [National Student Clearinghouse](#). The count and percent of students enrolling in postsecondary within 12 months, within 16 months, and within 24 months after graduating from a Maryland public high school.

Year	12 Months (%)	12 Months All Students/ Total Enrolled	16 Months (%)	16 Months All Students/ Total Enrolled	24 Months (%)	24 Months All Students/ Total Enrolled
All Students with Disabilities Students						
2021	34.2	1619/4728	N/A	N/A	N/A	N/A
2020	34.5	1615/4682	37.1	1735/4682	38.4	1799/4682
2019	39.9	1507/3773	42.1	1590/3773	43.5	1643/3773
2018	38.6	1725/4471	41.8	1871/4471	43.1	1928/4471
2017	37.2	1725/4634	40.1	1858/4634	41.4	1917/4634
2016	38.5	1807/4689	41.6	1949/4689	43	2014/4689

Source: <https://reportcard.msde.maryland.gov/Graphs/#/Graduation/CollegeEnroll/6/3/2/1/99/XXXX>