HB320_The Arc Maryland_FAV Senate EEE.pdf

Uploaded by: Ande Kolp

Position: FAV

Senate Education, Energy, and the Environment Committee
HB320— Maryland Longitudinal Data System – Definition of Student Data - Alteration
April 4, 2023

Position: Support

The Arc Maryland is the largest statewide advocacy organization dedicated to protecting and advancing the rights and quality of life of people of intellectual and developmental disabilities. We support House Bill 320, which would amend the Maryland Longitudinal Data System (MLDS) to include the collection of student disability data, disaggregated by specific disability category.

The Maryland Longitudinal Data System currently collects student data about performance on assessments, academics, and course completion. It also contains information on student demographics, degrees, certificates or diplomas, student discipline, child socio-economic data and other areas that may affect attendance, educational performance and impact college and career readiness.

Integrating information about students with disabilities, that is disaggregated by disability, will provide seriously needed data points. This will complete the set of information in the MLDS that the Department of Education and policymakers need to oversee outcomes of our education system- monitor post school progress, career readiness, and workforce outcomes for ALL students, including students with specific disabilities. It will be useful in decisions regarding where future resources, training, and focus should be, to ultimately create success for students with and without disabilities.

The House agrees:
The House vote, in favor of passing HB320 was strongly supportive (127- 5) and indicative of the recognized need for this change.

For these reasons, The Arc Maryland asks the Senate EEE Committee for a favorable report on HB320.

Please contact: Ande Kolp. Executive Director, The Arc Maryland 443-851-9351 akolp@thearcmd.org

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Testimony on HB 320: Data on Students with Disabilities
Education, Energy and the Environment Committee
April 4, 2023
Position: Support

Chair and Members of the Committee.

I am providing this testimony today on behalf of Liz Zogby and myself. I was a member of the Kirwan Commission and am a policy analyst, advocate and writer on special education issues who has represented pro bono over 250 low-income students with disabilities in IEP meetings, and written numerous articles and one book on special education. Ms. Zogby is the co-chair of the Maryland Down Syndrome Advocacy Coalition and outreach coordinator at the Trace R&D Center at the University of Maryland that focuses on inclusive information and communication technology.

Fortunately, there is at long last recognition in Maryland that the needs of students with disabilities have been severely neglected in policy, practice and funding. The sponsor of HB 320, Del. Guyton, has been in the forefront of efforts to bring about reform.

And HB 320 commendably addresses one particular aspect: the absence of sufficient disaggregated data on students with disabilities in the Maryland Longitudinal Data System. Inclusion of student disability data by specific disability category is a start. The absence of such data impedes reform.

Passage of HB 320 would at the same time help to focus the spotlight

on the overall lack of adequate data on, for example, student performance and the costs of services. This lack of data, hopefully, will be part of the scope of the Special Education Workgroup that the Blueprint Accountability and Implementation Board has directed MSDE to create to study all aspects of special education.

HB 320 could help to support that study. The sooner it is enacted and implemented, the better.

Your support of HB 320 is urgently requested.

Respectfully submitted, Buzzy Hettleman and Liz Zogby

Education Advocacy Coalition
for Students with Disabilities

SENATE EDUCATION, ENERGY, AND ENVIRONMENTAL AFFAIRS COMMITTEE

HOUSE BILL 320: MARYLAND LONGITUDINAL DATA SYSTEM—DEFINITION OF STUDENT DATA--ALTERATION

DATE: APRIL 4, 2023

POSITION: SUPPORT

The Education Advocacy Coalition for Students with Disabilities (EAC), a coalition of approximately 40 organizations and individuals concerned with education policy for students with disabilities in Maryland, supports House Bill 320, which would amend the Maryland Longitudinal Data System (MLDS) to include the collection of student disability data disaggregated by specific disability category.

Integrating information about students with disabilities into the MLDS, which currently collects student data about assessment performance, academic performance and course completion, demographics, degrees, credentials or diplomas, discipline, child welfare data and other key areas affecting attendance, educational performance and potential barriers to college and career readiness will provide information that has been sorely lacking in the analysis of Maryland's education data system. Policymakers make decisions based on data, and it is of the utmost importance that the data upon which they make their decisions be as robust and as complete as possible. HB320 will, if enacted, fill a hole in the MLDS. For these reasons, the EAC supports HB320. Please contact Leslie Seid Margolis, Chairperson, at lesliem@disabilityrightsmd.org or 443-692-2505 with any questions.

Respectfully submitted,

Selene Almazan, Selene Almazan Law, LLC
Rene Averitt-Sanzone, The Parents' Place of Maryland
Linda Barton, MS.Ed., Education Consultant
Beth Benevides, Howard County Autism Society
Rich Ceruolo, Parent Advocacy Consortium
Michelle Davis, ABCs for Life Success
Ann Geddes, Maryland Coalition of Families
Beth Ann Hancock, Charting the Course, LLC
Morgan Durand Horvath, M.Ed., Abilities Network
Kalman Hettleman, Independent Advocate
Rosemary Kitzinger and Marjorie Guldan, Bright Futures, LLC
Ande Kolp, The Arc Maryland
Rachel London, Maryland Developmental Disabilities Council
Leslie Seid Margolis, Disability Rights Maryland
Ellen O'Neill, Atlantic Seaboard Dyslexia Education Center
Ronza Othman, National Federation of the Blind of Maryland
Maria Ott, Attorney
Rebecca Rienzi, Pathfinders for Autism
Jaime Seaton, BGS Law   (over)

Kelly Spanoghe, Education Advocate
Karleen Spitulnik, Decoding Dyslexia Maryland
Ronnetta Stanley, Loud Voices Together
Guy Stephens, Alliance Against Seclusion and Restraint
Maureen van Stone, Annie Carver, Tyler Cochran, Project HEAL—Kennedy Krieger Institute (over)
Liz Zogby, Maryland Down Syndrome Advocacy Coalition

The Maryland Education Coalition joins this testimony.

Testimony in support of
House Bill 320: Maryland Longitudinal Data System - Definition of Student Data -
Alteration

Senate Committee on Education, Energy, and the Environment
Position: Favorable

April 4, 2023

Strong Schools Maryland is a network of education advocates dedicated to ensuring the full funding and faithful implementation of the Blueprint for Maryland's Future. As a member of the Education Advocacy Coalition, we are always seeking opportunities to advance education policy for students with disabilities. **Strong Schools Maryland urges a favorable vote on House Bill 320: Maryland Longitudinal Data System - Definition of Student Data - Alteration.**

The Blueprint for Maryland's Future envisions a World-Class system of public schools for our state's students. Central to this is relevant, high-quality data collection to account for every student, including our students who are neurodiverse.

Currently, the Maryland Longitudinal Data System (MLDS) collects a multitude of student data such as demographics, academic performance, discipline, and more. House Bill 320 would alter MLDS to include the collection of student disability data disaggregated by specific disability category. This would close a crucial gap in data collection for students with disabilities and generate more accurate student information to advise key decision makers.

We don't value what we don't count. The data we collect can be the difference between providing World-Class education or letting students slip through the cracks.

For these reasons, we urge a favorable report on House Bill 320.

For more information, contact: maddie@strongschoolsmaryland.org

HB 320 - Letter of Support - Del. Guyton.pdf

Uploaded by: Michele Guyton

Position: FAV

MICHELE GUYTON
Legislative District 42B
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Environment and Transportation
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THE MARYLAND HOUSE OF DELEGATES
ANNAPOLIS, MARYLAND 21401

April 4, 2023

HB 320: Maryland Longitudinal Data System – Definitions of Student Data – Alterations

Delegate Michele Guyton

Dear Mr. Chair and Members of the Education, Energy, and the Environment Committee,

Thank you for your consideration of HB 320 to alter the definition of student data in the Maryland Longitudinal Data System. The Members of this General Assembly, and specifically, the Members of this committee, should be incredibly proud of the work that we have done in past sessions establishing and expanding the MLDS. MLDS allows researchers to utilize encrypted data from three different agencies – MSDE, the Department of Labor, and MHEC, to develop and evaluate the long-term effects of policy decisions. Every year, there is at least one MLDS bill because of the statutory establishment of MLDA. The addition of any data point to the MLDS must be approved through legislation. HB 320 simply alters the original statute to add disability data to the list of student data that may be collected and analyzed by the MLDS. This is a request by the Statewide Autism Stakeholder Steering Committee to help track the prevalence of autism diagnoses and the long-term employment and educational outcomes of this population in Maryland. Currently, MSDE reports IEP status but not a specific disability code to the MLDS. Statutorily adding specific disability categories to the MLDS will help direct policy for other groups of Marylanders with disabilities as well.

Thank you for your consideration of HB 320, which will help us better support our students with disabilities in Maryland.

Delegate Michele Guyton

Delegate Michele Guyton, District 42B

HB320_EEE_Council_Support.pdf

Uploaded by: Rachel London

Position: FAV

**Maryland Developmental
Disabilities Council**

CREATING CHANGE · IMPROVING LIVES

Senate Education, Energy, and the Environment Committee
HB 320: Maryland Longitudinal Data System – Definition of Student Data - Alteration
April 4, 2023
Position: <u>Support</u>

The Maryland Developmental Disabilities Council (Council) is an independent, public policy organization that creates changes to make it possible for people with developmental disabilities to live the lives they want with the support they need. We create change in many ways, including advocating for people to be included and supported so they are successful and advising state leaders about ways to improve, laws, policies, programs, and services. It is hard to do either without accurate, consistent data.

WHAT does this bill do?

- Adds student disability data by specific disability to the definition of student data for the Maryland Longitudinal Data System (MLDS)
- Therefore requires the Maryland Longitudinal Data System Center to collect data about each student's disability disaggregated by type of disability

WHY is it important?

- **Improves data collection for a large group of students.** While the MLDS currently collects student data about assessments, academic performance and completion, degrees, credentials, or diplomas obtained, discipline, demographics, child welfare, and other key areas affecting attendance, educational performance, and potential barriers to college and career readiness, **the MLDS lacks specific information about students with disabilities.**

  - ➢ There are over 110,000 students with disabilities in Maryland public schools.
  - ➢ Students with disabilities are 12.5% of the total student population.

- **Increases available data and information and promotes transparency.** This additional data helps the state better realize the purpose of MLDS – to complete full analyses of the educational outcomes, college and career readiness, and workforce outcomes for <u>all</u> students, including students with disabilities.

- **Supports improved student outcomes for students with disabilities.** The purpose of the MLDS is to generate information about student performance that can be used to improve the State's education system and guide decision makers. Policymakers and decision-makers have not had complete data about students with disabilities.

Integrating information about students with disabilities into the MLDS allows for more complete and accurate analysis of Maryland's student preparation, progress, and outcomes over time. For all these reasons, the Council supports HB 320.

Contact: Rachel London, Executive Director, RLondon@md-council.org

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Dee Sapp, *Chairperson* · Rachel London, Esq., *Executive Director*

Testimony In SUPPORT of HB 320 - Senate EEE - MLDS

Uploaded by: Rich Ceruolo

Position: FAV

April 3, 2023

Maryland Senate
11 Bladen St.
Annapolis, MD. 21401
In Support of HB 320: MLDS – Definition of Student Data - Alteration

Members of the Maryland Senate's EEE Committee.

We are an organization of military and non-military families with over 1500 members fully support this effort to alter and enhance the student data that is currently being collected regarding student performance. Student progress monitoring and data collecting has been a hot button issue as we embark on the early stages of the Blueprint for Maryland's Future's education reforms and oversight measures. This bill helps to bring enhanced transparency to facts that have long been hidden from view.

HB 320 truly works to fix a system that has worked to marginalize students with a variety of learning differences and disabilities. For decades, any family member, student advocate, or attorney fighting on behalf of a student's civil rights to a Free Appropriate Public Education(FAPE), they had to place a FOIA / MPIA request with their local education agency, or possibly with the state's department of education. These requests can take weeks and even months to fulfill. The families of Students with disabilities can't wait that long to check and see how they are performing compared to their non disabled peers. This data needs to be timely and easily accessible, not hidden within layers of reports and lost within requests for student progress data.

These data points are important, should be disaggregated and made available to the educators, students, parent, education stakeholders, local and state board of education members, and the state and local school superintendents of our education system.

As part of the Maryland Blueprint's education and transparency reforms, stakeholders should know how each and every population of student is performing, statewide, and at every level of our state's education system. All students! Because the Maryland Blueprint is here to service all students and to bring equity and inclusion to an education system that has had many troubles in these areas.

We ask the committee to return a favorable report and support data collection and transparency efforts today and into the future of the Blueprint Law. Please return a favorable report in support of our children with disabilities. Thank you for your time, and for considering our testimony today.

Mr. Richard Ceruolo | richceruolo@gmail.com |Parent, Lead Advocate and Director of Public Policy
Parent Advocacy Consortium|https://www.facebook.com/groups/ParentAdvocacyConsortium

HB 320 - Written Testimony - MLDS Center.docx.pdf

Uploaded by: Ross Goldstein

Position: INFO

MLDS Center
Maryland Longitudinal Data System

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House Bill 320
Maryland Longitudinal Data System – Definition of Student Data - Alteration

Testimony for the Senate Education, Energy, and Environment Committee
April 3, 2023

House Bill 320 changes the definition of "student data" to include student disability data by specific disability category. Part of the definition of "student data" is that student data does <u>not</u> include medical and health records. Accordingly, this bill establishes the General Assembly's intent that student disability data, including disability category, is permissible and would not be considered a prohibited medical or health record.

The Maryland State Department of Education (MSDE) collects student disability data. If this bill passes, the MLDS Center will need to work with MSDE to understand the available data elements, data limitations, and arrange for the data to bae added to the MLDS data inventory.

This testimony is submitted for informational purposes only. The MLDS Governing Board has not taken a position on this bill.

Respectfully submitted by: Ross Goldstein, Executive Director