



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 7

Percent of preschool children with IEPs who demonstrate improvement.

Narrative Description of Indicator

Indicator

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

Overview

The MSDE established the Maryland Early Childhood Accountability System (ECAS) for measuring outcomes for infants, toddlers, and preschoolers with disabilities and their families. Through the ECAS, MSDE will:

- 1) Meet its federal reporting requirements in the Annual Performance Report;
- 2) Evaluate the effectiveness of the State's early intervention and preschool special education systems;
- 3) Improve local service delivery and results; and
- 4) Assist local programs to improve Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) decision-making and results for individual students.

Through its General Supervision Enhancement Grant (GSEG), MSDE built a system based on child and family change, established a measurement system based on valid and reliable assessment tools and instruments, and for the collection of data for preschool children, created a web-based data collection system for aggregating, analyzing, and reporting outcome data. In addition, the Division expanded its partnership with the Division for Early Childhood Development to expand an existing professional development system to support full implementation of the Early Childhood Assessment System (ECAS).

MSDE has built a Birth through Five Framework for the ECAS, ensuring collaboration at the State and local levels and building on existing partnerships and initiatives in the State to prepare young children with disabilities to succeed in school and community life. Maryland's ECAS includes specific plans for collecting and reporting outcome data at entry and exit for:

- 1) Infants and toddlers with disabilities based on the collection of present levels of development data from the IFSP process (Part C Indicator #3), and
- 2) Preschool children with disabilities using the Work Sampling System (Part B Indicator #7).

Baseline Data and Establishment of Targets

Utilizing FFY 2008 baseline data, two summary statements were developed for each of the three child outcomes. The summary statements provide the basis for establishing measurable and rigorous targets for FFY 09 and FFY 10.

A. Positive social-emotional skills (including social relationships)

1. 64.3% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #1 substantially increased their rate of growth by the time they exited the program.
2. 68.5% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #1 by the time they exited the program.

B. Acquisition and use of knowledge and skills (including early language/communication [and early literacy])

1. 64.6% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #2 substantially increased their rate of growth by the time they exited the program.
2. 55.3% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #2 by the time they exited the program.

C. Use of appropriate behaviors to meet their needs.

1. 58.7% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #3 substantially increased their rate of growth by the time they exited the program.

2. 66.2% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #3 by the time they exited the program.

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age-expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	65.3%	66.3%
2. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	70.5%	71.5%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age-expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	65.6%	66.6%
2. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	56.3%	57.3%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age-expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	59.7%	61.7%
2. The percent of children who were functioning within age-expectations in Outcome C by the time they exited the program.	63.2%	