



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 7

Percent of preschool children aged 3 through 5 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).

Other Data for this Indicator

Utilizing FFY 2008 baseline data, two summary statements were developed for each of the three child outcomes. The summary statements provided the basis for establishing measurable and rigorous targets for FFY 09 through FFY 12. [Click here](#) to view county level data for this indicator.

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

1. In FFY 2012 67.3% 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. The state target, 68.3%, was not met.

Maryland: Indicator 7

Percent of preschool children with IEPs who demonstrate improvement.

Outcome 1: Summary Statement 1

To view percent values scroll down to the table of results which follows the charts below.



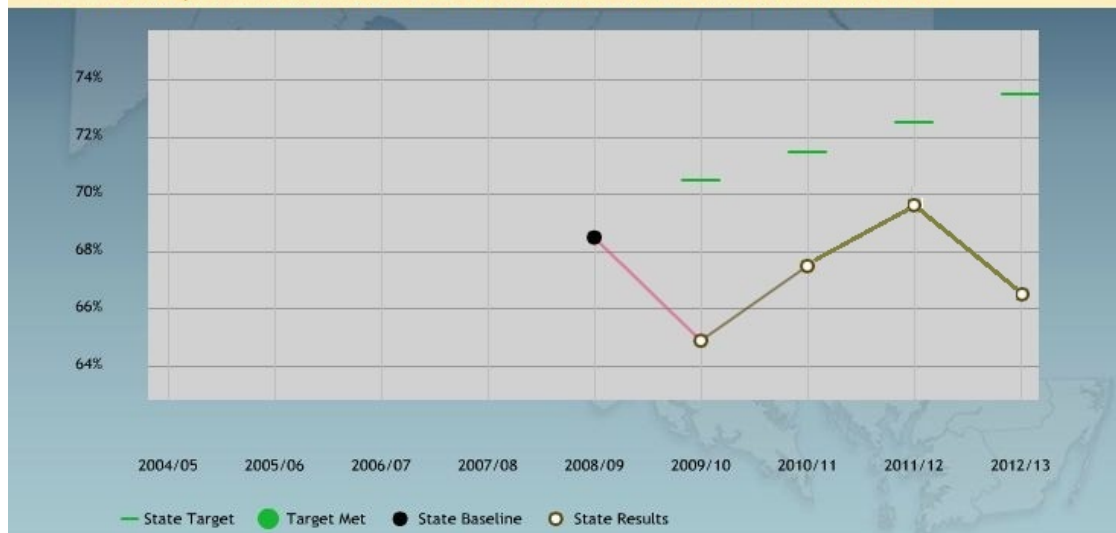
2. In FFY 2012 66.4% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #1 by the time they exited the program. The state target, 73.5%, was not met.

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Percent of preschool children with IEPs who demonstrate improvement.

Outcome 1: Summary Statement 2

To view percent values scroll down to the table of results which follows the charts below.



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

1. In FFY 2012 66.0% 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. The state target, 68.6%, was not met.

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Percent of preschool children with IEPs who demonstrate improvement.
Outcome 2: Summary Statement 1

To view percent values scroll down to the table of results which follows the charts below.



2. In FFY 2012 55.7% 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. The state target, 59.3%, was not met.

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Percent of preschool children with IEPs who demonstrate improvement.
Outcome 2: Summary Statement 2

To view percent values scroll down to the table of results which follows the charts below.



C. Use of appropriate behaviors to meet their needs.

1. In FFY 2012 61.5% 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. The state target, 63.7%, was not met.

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Percent of preschool children with IEPs who demonstrate improvement.

Outcome 3: Summary Statement 1

To view percent values scroll down to the table of results which follows the charts below.



2. In FFY 2012 64.1% 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. The state target, 66.2%, was not met.

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Percent of preschool children with IEPs who demonstrate improvement.

Outcome 3: Summary Statement 2

To view percent values scroll down to the table of results which follows the charts below.



		Targets	Data	Targets	Data	Targets	Data	Targets	Data
Summary Statements	Baseline	FFY 2009	FFY 2009	FFY 2010	FFY 2010	FFY 2011	FFY 2011	FFY 2012	FFY 2012
		(% of children)	(% of children)	(% of children)	(% of children)	(% of children)	(% of children)	(% of children)	(% of children)
		Outcome A: Positive social-emotional skills (including social relationships)							
1. Of those children who	64.3%	65.3%	64.4%	66.3%	68.9%	67.3%	69.20%	68.3%	67.3%

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.					Target Met		Target Met		
2. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	68.5%	70.5%	64.9%	71.5%	67.5%	72.5%	69.53%	73.5%	66.4%
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.	64.6%	65.6%	65.3%	66.6%	69.5% Target Met	67.6%	70.4% Target Met	68.6%	66.0%
2. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	55.3%	56.3%	52.7%	57.3%	55.2%	58.3%	60.38% Target Met	59.3%	55.7%
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.	58.7%	59.70%	60.6% Target Met	61.7%	63.9% Target Met	62.7%	65.52% Target Met	63.7%	61.5%
2. The percent of children who were functioning within age-expectations in Outcome C by	66.2%	63.2%	62.1%	64.2%	63.6%	65.2%	67.0% Target Met	66.2%	64.1%

the time they exited the program.