



MSDE Public Website of State Performance Plan Results

Local Infants and Toddlers Program Results for Early Intervention Services

Maryland: Indicator 3

Percent of infants and toddlers with IFSPs who demonstrate improvement.

Narrative Description of Indicator

To report the percent of infants and toddlers with IFSPs who demonstrated improvement for FFY 2016, MSDE generated a report from the statewide Part C database comparing the status-at-entry and status-at-exit data on infants and toddlers who exited the program at or before age 3 between 7/1/16 and 6/30/17 and who participated in the MITP for at least 6 months, as well as data on preschool age children who exited the program after age 3 between 7/1/16 and 6/30/17 and who received services through an Extended IFSP for at least 3 months. Data from about 5,000 children for each of the child outcome components were computed into the 2 summary statements required by the Office of Special Education Programs (OSEP):

Summary Statement #1 - Of those infants and toddlers who entered early intervention below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement #2 - The percent of infants and toddlers who were functioning within age expectations in each outcome by the time they turned 3 years of age or exited the program.

In FFY 2011, the Maryland Infants and Toddlers Program (MITP) began to collect data using a different methodology than was used to establish Maryland's State targets. In particular, the Strengths and Needs Summary page (Part IIIA) of the IFSP became the mechanism for collecting, measuring and reporting on the three early childhood outcomes.

The Strengths and Needs Summary page now has two critical purposes:

1. To document comprehensive information about a child to support functional outcome development; and
2. To complete the COS process at entry into and at exit from the Local Infants and Toddler Program (LITP) in the three early childhood outcome areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs.

In SFY 2016, Maryland's birth to kindergarten system of services underwent a significant change in methodology. In particular, the Child Outcome Summary (COS) process was integrated into a preschool-specific portion of the IEP. This integration was carried out, in part, to create a more seamless birth to kindergarten system of services and has led to the restructuring of the Part C Exit/Part B 619 (preschool special education) Entry practices for many jurisdictions. In those jurisdictions, the COS ratings are now developed jointly with both ITP and preschool special education personnel. And, these COS ratings, because they are often combined with IEP development meetings, are occurring earlier than prior to this change in methodology. As a result of this methodological change, the MITP reset its baseline and targets:

State of Maryland Data: 7/1/16 - 6/30/17		Social Emotional Skills		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
		COS Birth - 3	COS Birth - K	COS Birth - 3	COS Birth - K	COS Birth - 3	COS Birth - K
Summary Statement 1 (SS1)	FFY 2016 Data	61.27%	60.48%	66.54%	68.04%	71.41%	71.34%
	FFY 2016 Targets	61.55%	57.46%	65.61%	65.82%	72.30%	71.15%
Summary Statement 2 (SS2)	FFY 2016 Data	58.21%	51.91%	53.51%	51.28%	40.74%	48.01%
	FFY 2016 Targets	59.50%	55.95%	54.15%	52.71%	49.94%	49.67%

COS = Child Outcome Summary