



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 6

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

Narrative Description of Indicator

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
State Baseline:	40.54%	-	-	-	-	-	-	A-63.6% B-<19.6%	-	-	-	-	-
State Target:	-	41%	-	-	-	-	-	-	A-64.1% B-<19.1%	A-64.1% B-<18.9%	A-64.3% B-<18.7%	A-64.5% B-<18.5%	A-64.7% B-<18.3%
State Results:	-	43.69% Target Met	-	-	-	-	-	-	A-56.22% B-20.00%	A-56.64% B-19.43%	A-59.18% B-18.99%	A-60.02% B-19.30%	A-60.53% B-18.64%
State Total# of Students:	-	12136	-	-	-	-	-	-	13062	13136	13105	13473	13885
State Indicator Measurement:	-	5302	-	-	-	-	-	-	A-7343 B-2613	A-7440 B-2552	A-7756 B-2489	A-8087 B-2600	A-8404 B-2588

Indicator 6 is a results indicator that reflects the performance of preschoolers with IEPs ages 3 through 5 in the least restrictive environment:

- 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- 6B: Separate special education class, separate school or residential facility.

The analysis by the MSDE, DSE/EIS staff of the data for FFY 2016 demonstrates improvement from FFY 2015. Data for 6A demonstrates improvement from 60.02% to 60.53% for the number of preschoolers with IEPs serviced in a regular early childhood program and for 6B performance improved from 19.30% to 18.64% for the number of preschoolers served in a separate special education class or separate school or residential facility. The State did not meet the targets for 6A or 6B for this indicator, however, progress in increasing the number of children participating in regular early childhood settings with the majority of services provided in that setting has continued to improve over time.

The MSDE, DSE/EIS staff continues to emphasize increasing natural and inclusive learning opportunities for infants, toddlers, and preschoolers with disabilities as a State priority for local school systems and public agencies.

Compare Local School Systems for [Indicator 6A](#)

Compare Local School Systems for [Indicator 6B](#)