

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	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2017/18	2018/19	2019/20	2020/21
State Baseline:	40.54%	-	A-63.6% B-<19.6%	-	-	-	-	-	-	-	-	A-60.87% B-<20.92% C-0.33%
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%	A-64.9% B-<18.1%	A-65.1% B-<17.9%	A-65.1% B-<17.9%	A-60.87% B-<20.92% C-0.33%
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%	A-62.72% B-17.5% Target Met	A-59.67% B-20.09%	A-61.60% B-19.03%	A-60.87% Target Met B-<20.92% Target Met C-0.33% Target Met
State Total# of Students:	-	12136	-	13062	13136	13105	13473	13885	14300	14645	13105	10083
State Indicator Measurement:	-	5302	-	A-7343 B-2613	A-7440 B-2552	A-7756 B-2489	A-8087 B-2600	A-8404 B-2588	A-8969 B-2502	A-8739 B-2942	A-9564 B-2955	A-6138 B-2109 C-33

As required by the Office of Special Education Programs (OSEP), the State reset the baseline for FFY 2020.

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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;
- 6B: Separate special education class, separate school or residential facility; and
- 6C: Home.

The State revised its baseline for Indicator 6 in FFY 2020.

The analysis of the data by the MSDE, DEI/SES demonstrates:

During the 2020-2021 school year, 60.87% of preschoolers with IEPs received the majority of their services in a regular early childhood program.

During the 2020-2021 school year, 20.92% of preschoolers received the majority of their services in a separate special education class or separate school or residential facility.

During the 2020-2021 school year, 0.33% of preschoolers received the majority of their services in the home.

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

Compare Local School Systems for [Indicator 6A, 6B, and 6C](#)