



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, DEI/SES used the Early Childhood Outcomes Center (EC) Child Outcomes Summary (COS) process to assess and analyze the performance of preschoolers ages 3 through 5 years during the FFY 2021 performance period. The DEI/SES utilized the results to:

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.

Beginning on July 1, 2015, the MSDE implemented the use of the Child Outcomes Summary (COS) process as the accountability methodology for measuring child outcomes. In addition to a change in methodology, MSDE, with OSEP approval, modified the age range for this indicator, moving from three- through five-year-olds to three years-of-age to kindergarten-entry. Prior to July 1, 2015, the sole methodology used was the Work Sampling System (WSS). Preschool children with a WSS Entry measure completed prior to the initial implementation of COS, and who were projected to be exiting preschool services between July 1, 2015 and June 30, 2017, also had Exit measures completed using the WSS. FFY 2017 was first year for which all children had an entry and exit COS. These data serve as a revised baseline for subsequent reporting years.

Other Data for this Indicator

For FFY 2022 data, two summary statements were developed for each of the three child outcomes. [Click here](#) to view county level data for this indicator.

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

1. 72.48% 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. 42.75% 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. 77.16% 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. 44.03% 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. 67.56% 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. 48.89% 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	Baseline	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Target	Data	Data	Target			
		FFY 2009	FFY 2009	FFY 2010	FFY 2010	FFY 2011	FFY 2011	FFY 2012	FFY 2012	FFY 2013	FFY 2013	FFY 2014	FFY 2014	FFY 2015	FFY 2015	FFY 2016	FFY 2016	FFY 2017	FFY 2017	FFY 2018	FFY 2018	FFY 2019	FFY 2019	FFY 2020	FFY 2020	FFY 2021	FFY 2021	FFY 2022	FFY 2022	
		Outcome A: Positive social-emotional skills (including social relationships)																												
1.	64.3%	65.3%	64.4%	66.3%	68.9%	67.3%	69.20%	68.3%	67.3%	67.30%	65.23%	68.70%	64.54%	68.90%	69.70%	68.90%	63.08%	68.53%	68.53%	68.78%	69.90%	Target Met	68.78%	70.44%	68.78%	72.57%	70.50%	72.06%	71.00%	72.48%

					Target Met		Target Met								Target Met				Target Met										
2.	68.5%	70.5%	64.9%	71.5%	67.5%	72.5%	69.53%	73.5%	66.4%	66.40%	65.39%	68.70%	62.20%	68.00%	62.47%	68.00%	56.35%	52.75%	52.75% Target Met	53.00%	52.25%	53.00%	49.41	53.00%	46.41%	53.50%	44.4%	54.00%	42 / 75%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)																													
1.	64.6%	65.6%	65.3%	66.6%	69.5% Target Met	67.6%	70.4% Target Met	68.6%	66.0%	66.00%	60.86%	67.40%	62.45%	67.60%	66.29%	67.60%	67.10%	72.12%	72.12% Target Met	72.37%	72.74% Target Met	72.37%	72.91% Target Met	72.37%	75.89% Target Met	73.00%	75.12% Target Met	73.50%	77.16% Target Met
2.	55.3%	56.3%	52.7%	57.3%	55.2%	58.3%	60.38% Target Met	59.3%	55.7%	55.70%	54.49%	57.10%	50.10%	57.20%	50.01%	57.20%	51.56%	50.87%	50.87% Target Met	51.12%	49.88%	51.12%	47.90%	51.12%	45.55%	51.50%	44.23%	52.00%	44.03%
Outcome C: Use of appropriate behaviors to meet their needs																													
1.	58.7%	59.70%	60.6% Target Met	61.7%	63.9% Target Met	62.7%	65.52% Target Met	63.7%	61.5%	61.50%	60.86%	62.90%	61.13%	63.10%	66.70% Target Met	63.10%	69.00% Target Met	71.40%	71.40% Target Met	71.65%	72.58% Target Met	71.65%	71.14%	71.65%	72.84% Target Met	72.00%	69.29%	72.50%	67.56%
2.	66.2%	63.2%	62.1%	64.2%	63.6%	65.2%	67.0% Target Met	66.2%	64.1%	64.10%	63.42%	65.50%	61.30%	65.70%	62.81%	65.70%	63.89%	59.23%	59.23% Target Met	59.48%	58.40%	59.48%	56.71%	59.48%	54.26%	60.00%	51.69%	60.50%	48.89%

-  [2021-2022 Archive: Special Education - Indicator 7](#)
-  [2020-2021 Archive: Special Education - Indicator 7](#)
-  [2019-2020 Archive: Special Education - Indicator 7](#)
-  [2018-2019 Archive: Special Education - Indicator 7](#)
-  [2017-2018 Archive: Special Education - Indicator 7](#)
-  [2016-2017 Archive: Special Education - Indicator 7](#)
-  [2015-2016 Archive: Special Education - Indicator 7](#)
-  [2014-2015 Archive: Special Education - Indicator 7](#)
-  [2013-2014 Archive: Special Education - Indicator 7](#)
-  [2012-2013 Archive: Special Education - Indicator 7](#)
-  [2011-2012 Archive: Special Education - Indicator 7](#)
-  [2010-2011 Archive: Special Education - Indicator 7](#)
-  [2009-2010 Archive: Special Education - Indicator 7](#)
-  [2008-2009 Archive: Special Education - Indicator 7](#)

