



## 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, DSE 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 2018-2019 performance period. The DSE/EIS 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. The FFY 2016 is the last year in which the data being reported reflects a combination of both the WSS and COS methodologies. These data will serve as a revised baseline for future reporting years.

#### Other Data for this Indicator

Utilizing FFY 2018 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. In FFY 2018 69.90% 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. In FFY 2018 52.25% 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. In FFY 2018 72.74% 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. In FFY 2018 49.88% 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. In FFY 2018 72.58% 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. In FFY 2018 58.40% 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
		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
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		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%	Target Met	53.00%	52.25%
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%	67.6%	70.4%	68.6%	66.0%	66.00%	60.86%	67.40%	62.45%	67.60%	66.29%	67.60%	67.10%	72.12%	72.12%	72.37%	72.74%
					Target Met		Target Met												Target Met		Target Met
2.	55.3%	56.3%	52.7%	57.3%	55.2%	58.3%	60.38%	59.3%	55.7%	55.70%	54.49%	57.10%	50.10%	57.20%	50.01%	57.20%	51.56%	50.87%	50.87%	51.12%	49.88%
							Target Met												Target Met		
Outcome C: Use of appropriate behaviors to meet their needs																					
1.	58.7%	59.70%	60.6%	61.7%	63.9%	62.7%	65.52%	63.7%	61.5%	61.50%	60.86%	62.90%	61.13%	63.10%	66.70%	63.10%	69.00%	71.40%	71.40%	71.65%	72.58%
			Target Met		Target Met		Target Met								Target Met		Target Met		Target Met		Target Met
2.	66.2%	63.2%	62.1%	64.2%	63.6%	65.2%	67.0%	66.2%	64.1%	64.10%	63.42%	65.50%	61.30%	65.70%	62.81%	65.70%	63.89%	59.23%	59.23%	59.48%	58.40%
							Target Met												Target Met		