



Nancy S. Grasmick  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

April 7, 2009

Ms. Ruth Ryder  
Director  
Office of Special Education Programs  
U. S. Department of Education  
550 12<sup>th</sup> Street SW  
Washington, D. C. 20202

Dear Ms. *Ruth* Ryder:

Thank you for the opportunity to clarify the data and information that Maryland reported in its FFY 2007 Part B State Performance Plan and Annual Performance Report (SPP/APR). We are responding to the statements in the Status of APR Data/SPP Revision Issues for Indicators #5, 12, 14, and 20. We are also providing a complete revised SPP/APR with the revisions highlighted on pages: 44, 45, 68, 73, and Attachment 2, Part B Indicator 20 data rubric.

The OSEP Excel Data Table calculated Maryland's data for this indicator as 95.3%. With the correction of the clerical transcription error for Indicator 5, the percentage of compliance recalculates to 97.7%. On January 16, 2009, MSDE received an email from WESTAT that DANS was populated with EDFacts data and two items needed correction: 1) Numbers that did not add-up on page 8; and 2) Change (-9) to zeroes (0)<sup>1</sup>.

On January 21, 2009, MSDE resubmitted the DANS table correcting the (-9) and the numbers that didn't add-up on page 8. WESTAT DANS data was corrected prior to Maryland's SPP/APR submission on January 30, 2009. We believe Maryland's FFY 2007 Part B Indicator 20 data is 100%.

Thank you for your careful review of Maryland's Part B SPP/APR and for the technical assistance and support we have received throughout the year from your office. Please contact me at (410) 767-0238 if you have any questions or concerns.

Sincerely,

Carol Ann Heath-Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAH/DRR/l  
Attachments

c: Alma McPherson  
Dwight Thomas  
Donna R. Riley

<sup>1</sup> Maryland is unable to report (0) in EDFacts. When DANS is populated with EDFacts data MSDE personnel have to manually change (-9) to zero to indicate the difference between data that is not collected (-9) and no data (0).

## MARYLAND SPP/APR REVISIONS COVER PAGE

April 7, 2009

### Errata Table

Maryland assures that the revisions delineated on the attached cover page are the only changes made to the Maryland SPP/APR. Attached is a copy of the actual text revised as indicated on the table below. For clarity, when a change or changes were made in a paragraph, the entire paragraph is repeated. As requested, the changes are highlighted in red.

Document	Indicator	Page	Section	Issue	Revision
APR	5	44-45	Actual Data for FFY 2007	The State reported data at Indicator 5, on page 43 of the FFY 2006 APR are: 5B at 16.21%, and 5C at 7.90%; however, the State reported data for FFY 2006 at Indicator 5, on pages 44 and 45 of the FFY 2007 APR are: 5B at 16.03% and 5C at 7.81%.	Correction of clerical transcription error.
APR	12	68	Explanation of Progress and Slippage	OSEP cannot determine if the FFY 2005 uncorrected noncompliance for this indicator was amongst the corrected or is included in the findings for the local school system currently under a court ordered consent decree.	The FFY 2005 finding of noncompliance referenced was corrected. The finding of noncompliance was identified through a State complaint investigation.

APR	14	73	Actual Data for FFY 2007	In its description of its FFY 2007 data, the State did not address whether the response group was representative of the population.	The response group is representative of the population.
APR	20	Attachment 2	Part B Data Rubric, Page 2 Table 4 Exit Data	OSEP's calculation of the data for this indicator is 95.3%. These recalculated data represent slippage from the FFY 2006 of 100%.	<p>2007-2008 Exit Data (Table 4):</p> <p>On January 16, 2009, MSDE received an email from WESTAT that DANS was populated with EDFacts data and two things needed to be corrected.</p> <p>First, numbers that did not add-up on page 8 and second, to manually change (-9) to zeroes (0).</p> <p>**Maryland is unable to report (0) in EDFacts.</p> <p>When DANS is populated with EDFacts data, MSDE has to manually</p>

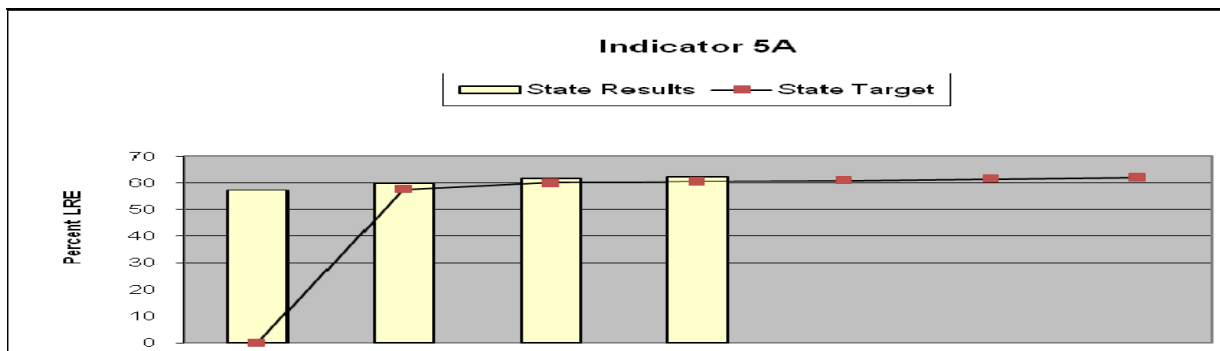
					<p>change (-9) to zero to indicate the difference between data that is not collected (-9) and no data (0). The only (-9) Maryland has is data on student 22 and older.)</p> <p>On January 21, 2009, MSDE resubmitted the DANS table correcting the (-9) and the numbers that didn't add-up on page 8.</p>
--	--	--	--	--	---

## Indicator 5, pgs., 44 – 45 – Correction of clerical transcription error

Since no specific suggestions for future reporting were made, this report will continue to document progress and/or slippage on the required measurement and on Maryland's improvement activities.

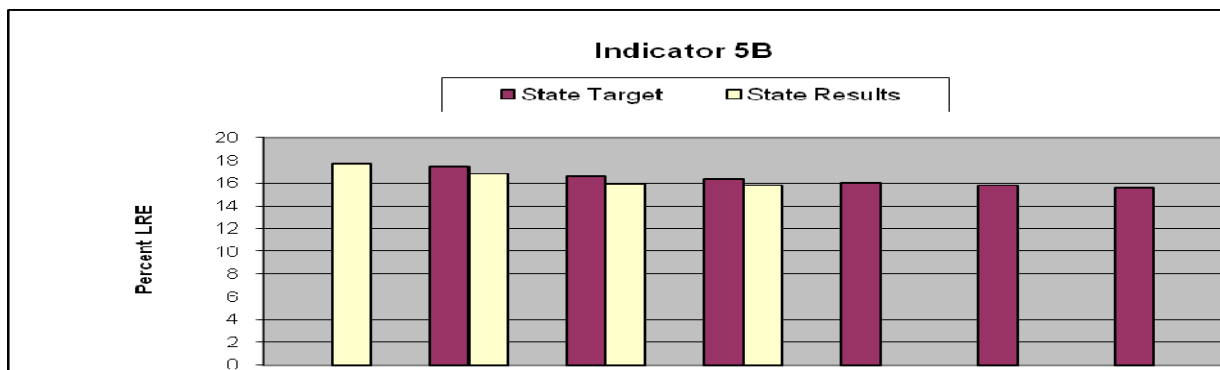
**LRE in Maryland:** The IEP team LRE decision-making process begins with the premise that the first placement option for each student with a disability is the regular classroom, in the school where the student would attend if not disabled, with or without supplementary aids and services. This option must be ruled out before more restrictive options can be considered for the student. The MSDE web-based Statewide IEP and the accompanying "Maryland Statewide IEP Process Guide" support this decision-making process. MSDE ensures a free appropriate public education in the LRE through its system of general supervision and processes such as desk audits, self-assessment, and monitoring.

**5A** – The table represents the percent of student's with IEPs, aged 6-21, removed from regular class less than 21% of the day in FFY 2007. Data for Indicator 5A are generated from MSDE's 618 Tables and reported in "2007 Maryland Special Education/ Early Intervention Services Census Data and Related Tables." **The State's Indicator 5A target was met.**



APR 5A	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	57.75	60.11	<b>60.61</b>	61.11	61.61	62.11
State Results	57.25	59.90	61.64	<b>62.35</b>			

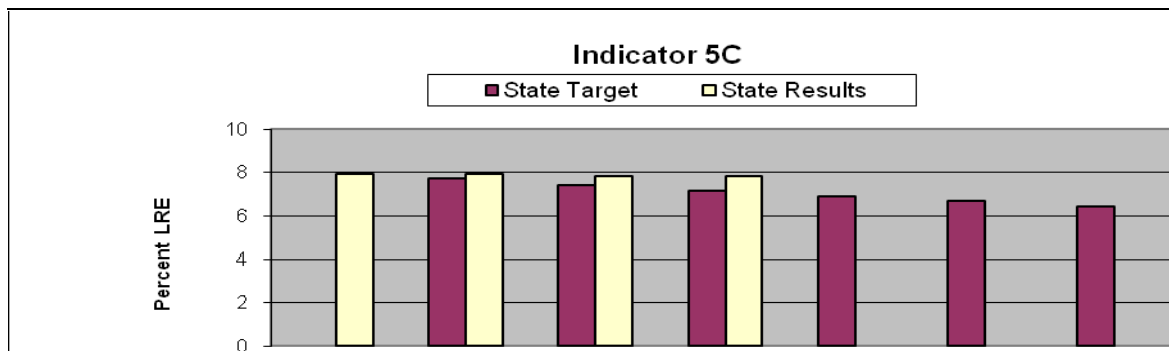
**5B** – The table represents the percent of student's with IEPs, aged 6-21, removed from regular class greater than 60% of the day. **The State's Indicator 5B target was met.**



APR 5B	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	17.47	16.61	<b>16.36</b>	16.11	15.86	15.61
State Results	17.72	16.86	<b>16.21</b>	<b>15.82</b>			

**5C** - The table represents the percent of student's with IEPs, aged 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

**The State's Indicator 5C target was not met.**



APR 5C	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	7.67	7.42	7.17	6.92	6.67	6.42
State Results	7.92	7.89	7.90	7.80			

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing.

Based on the analysis of APR State reported LRE results prepared by the National Institute for Urban School Improvement (NIUSI), MSDE's Indicator 5A data is 4.58% above the national average for the percent of student's with IEPs served inside regular classes. NIUSI's analysis also showed Maryland's public agencies are serving 2.24% fewer students than the national average for Indicator 5B. Indicator 5C data demonstrates that 7.80% of students with IEPs in Maryland are served in separate facilities and is 3.74% above NIUSI's reported average. NIUSI's analysis stated that less than half of the states and territories met 5C targets, with thirteen showing slippage. Although Maryland has not met its Indicator 5C targets for three consecutive years, the data did show progress over the previous year and shows a positive trend since 2004 with a reduction of 0.12.

The State's aggregate LRE data were analyzed at the public agency level to define strengths and concerns relating to LRE. Of Maryland's five largest school systems (representing 64.03% of students with disabilities in the State) two did not meet the State's 5A target in FFY 2007 compared to all five in 2004, and three in 2005 and 2006. Of the two that did not meet the State's target this year, one continues to labor under a court ordered consent decree and is in the fourth year of a corrective action plan in LRE. These same systems were significantly below the State's Indicator 5B and 5C targets, as well.

A review of monitoring data show there were 41 written, systemic findings of noncompliance with IDEA related requirements pertaining to IEP development, IEP team processes, and implementation resulting in written, systemic corrective action plans. Of the 41 findings, all but three were corrected within timelines. The three remaining corrective actions are attributed to the system under the court ordered consent decree. Through letters of findings from complaint investigations and due process hearings decisions, 147 findings were made that required corrective actions. Of these, 146 were corrected within timelines. All systems with findings receive information about sources of technical assistance, onsite monitoring, and verification of correction. Any system with uncorrected noncompliance receives increased oversight, technical assistance, and progress monitoring. The system under a court ordered consent decree receives extensive onsite oversight, and ongoing progress monitoring by MSDE staff and the court.

## Indicator 12 – page 68 – Correction of FFY 2005 noncompliance

### Explanation of Progress and Slippage

MSDE did not meet the target of 100% established by OSEP for this Indicator, but did show a slight improvement (95.42%) over the FFY 2006 95.1% compliance.

### Correction of Noncompliance Identified in FFY 2006

In FFY 2007 MSDE identified one finding of noncompliance that was corrected within timelines.

**OSEP's June 6, 2008 FFY 2006 SPP/APR response table required the State to demonstrate that the FFY 2005 noncompliance with the early childhood transition requirements in 34 CFR §300.124(b) was corrected. The FFY 2005 noncompliance with the early childhood transition requirements was corrected. The finding of noncompliance was identified through a State complaint investigation.**

Although local school systems received written notification of the additional acceptable reason for delay, and Part B data managers and preschool special education coordinators received this information again through regional meetings, records for children who transitioned prior to Spring 2008 were not reviewed for applicability of this acceptable reason. FFY 2008 data for Indicator 12 will represent that first full year of electronic data collection for those children that transition from Part C to Part B preschool services.

Support and technical assistance provided by Division staff to local school system staff will continue as part of ongoing improvement activities to maintain accurate reporting of local data, and to address issues that surface as the web-based IEP is implemented and data is electronically captured and submitted on a more real-time, as opposed to one-time annual, basis. Local school systems not meeting compliance are required to correct noncompliance within one year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable.

## Indicator 14 – page 73 – Indicate if response data is representative of the population

and Adult Learning for all students, including students with disabilities. **The cumulative response data is representative of the population.**

During this transition year, the data that is collected by the Division of Career Technology and Adult Learning is not disaggregated by category of engagement. MSDE, beginning with this report, is reporting data that is 100% valid, aligned with the Maryland Report Card, and matches the data reported to the U.S. Department of Education by the Division of Career Technology and Adult Learning.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

The data from the Maryland Longitudinal Transition Study and the data from the Post School Outcomes Administrative Record Exchange are comparable. In both data sets the percent of young adults engaged in employment, postsecondary education, or both employment and postsecondary education totals 77% as compared to 75% reported in the Post School Outcomes Administrative Record Exchange. This is also comparable to the baseline data of 73% of young adults with disabilities are engaged in appropriate adult activities as reported in the FFY 2006 SPP submitted January 31, 2008.

The rates of young adults with disabilities not engaged in employment and/or postsecondary education continues to be alarming. The average from both data sets is 24%. Some young adults in this group may be choosing not to engage in self supporting activities. Research tells us that the lack of family and agency support may be barriers impacting a young adult's ability to be self-sufficient. To address these barriers, the Maryland Interagency Transition Council engaged in resource mapping to identify State and local support services available to young adults with disabilities in order to assist them in accessing employment and/or postsecondary education. Lack of sufficient funds for support services may also contribute to the continued high rate of young adults with disabilities not engaged in employment and/or postsecondary education.

Young adults with disabilities are referred to the Division of Rehabilitation Services and/or the Developmental Disabilities Administration for appropriate supports as they pursue their postsecondary goals. These referrals are done as part of the transition planning process. The Division of Rehabilitation Services, in Maryland, utilizes an "order of selection" process after applicants have been determined eligible. The "order of selection" determines when individuals receive services. In FFY 2007, the minimum "wait time" was four to six months for evaluation to determine the type and intensity of services an eligible student would receive. The "wait time" results in many young adults not receiving supports for employment and/or postsecondary education within one year of exiting school. The availability of services from the Developmental Disabilities Administration is dependent upon funding received from the annual State budget presented to the State General Assembly. At the end of FFY 2007, over 600 young adults with disabilities were eligible for services from the Developmental Disabilities Administration. However, funding was available for only 480 young adults with disabilities.

MSDE completed all activities with the exception of those marked annually or ongoing.

Ongoing improvement activities are also applicable to Indicators 1, 2, and 13. By improving the intradepartmental collaboration within MSDE, and collaboration with other State agencies, students will be better prepared to meet their postsecondary goals. This collaboration is even more critical as State agencies struggle to meet the requests for services as funding is decreased.

Ongoing Improvement Activity (This activity is applicable to Indicator 14, 1, 2 & 13)

The Division and the Division of Career Technology and Adult Learning (DCTAL) established a workgroup in January 2007. The focus of the workgroup is on students with disabilities participating in Career and Technology Education. The workgroup is co-chaired by the Division Transition Specialist and a Regional Coordinator from DCTAL. Membership is comprised of representatives of:

## **Indicator 20 – Attachment 2 Part B Indicator 20 Data Rubric – Table 4 Exit data**

The correction of the clerical typographical errors, pages 44 – 45, would change the data for Indicator 5 to “1’s”.

On January 16, 2009 MSDE received an email from WESTAT that DANS was populated with EDFacts data and two things needed to be corrected:

- 1) Numbers that did not add on page 8; and
- 2) Change (-9) to zeroes (0). (\*\*Maryland is unable to report (0) in EDFacts. When DANS is populated with EDFacts data MSDE personnel have to manually change (-9) to zero to indicate the difference between data that is not collected (-9) and no data (0).MSDE only reports (-9) on students 22 and older.)

On January 21, 2009 MSDE resubmitted the DANS table correcting the (-9) and the numbers that didn't add on page 8. On March 3, 2009 MSDE resubmitted the EDFacts file to correct the numbers that didn't add on page 8 of DANS.

WESTAT DANS Data was corrected prior to Maryland's SPP/APR submission on January 30, 2009. Since this was corrected prior to the SPP/APR submission, we believe this should change the “Fails Edit Check” to “1” for Table 4 – Exit Data.

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	38
<b>APR Score Calculation</b>	<b>Timely Submission Points -</b> If the FFY 2007 APR was submitted on-time, place the number 5 in the cell on the right.		5
	<b>Grand Total - (Sum of subtotal and Timely Submission Points)</b> =		43

**618 Data - Indicator 20**

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/09	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				<b>Subtotal</b>	21
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 1.87) =		39

**Indicator #20 Calculation**

A. APR Grand Total	43
B. 618 Grand Total	39
C. APR Grand Total (A) + 618 Grand Total (B) =	82
Total N/A in APR	0
Total N/A in 618	3.74
<b>Base</b>	<b>82.26</b>
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.0

\*Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.87 for 618

# MARYLAND'S FFY 2007 (2007 – 2008) STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT

## Overview of Development of FFY 2007 State Performance Plan and Annual Performance Report

The attached documents are the Maryland State Department of Education's (MSDE) FFY 2007 (2007 – 2008) State Performance Plan/Annual Performance Report (SPP/APR). The SPP has been revised to reflect additional progress data for Indicator 7 during FFY 2007. The APR provides the data and information relative to FFY 2007 results.

The MSDE identified staff from across the six branches within the Division of Special Education/Early Intervention Services (hereafter referred to as the Division) to form internal teams that correspond to the 20 Part B Indicators. Each team gathered, analyzed, interpreted data, and reviewed available information about potential issues related to policies, procedures, and practices that may influence or explain the data across cluster areas identified by the Office of Special Education Programs (OSEP). The APR includes information on progress or slippage for each indicator. Draft information and data from the APR for each Indicator were developed for presentation to the following stakeholder groups:

- Special Education State Advisory Committee (SESAC)
- Local Directors of Special Education
- State Interagency Coordinating Council (SICC) [Indicators # 7, and 12]

The FFY 2007 SPP/APR will be available on the MSDE website within 120 days of the submission and disseminated to all local school systems and public agencies in the State, to members of the SESAC, and to all local Special Education Citizens' Advisory Committees (SECACs). The FFY 2007 SPP/APR will also be made available to various media, consistent with MSDE dissemination of other written material. Upon OSEP approval of the FFY 2007 SPP/APR, copies will be sent to local superintendents of schools, local directors of special education in each local school system and public agency, SESAC members, and Parents' Place of Maryland, Inc.

MSDE has developed a website with our partners at the Johns Hopkins University Center for Technology in Education (JHU/CTE) that includes statewide and local performance data on all applicable indicators. The website can be accessed at <http://www.mdideareport.org>. In addition to the complete SPP/APR, the website includes State and local results for all applicable indicators and tools for comparing local performance in relation to the State targets. Progress and slippage are shown through a combination of charts and graphs populated on the website.

On September 25, 2008 the preliminary SPP/APR data regarding the activities for each indicator and progress and/or slippage were presented at the annual Special Education Leadership Conference in a presentation entitled, "The State of the State." Attendees at this conference included IDEA Part B local directors of special education, Part C local lead agencies, SESAC members, and SICC members.

Stakeholder input regarding revision and implementation of the SPP/APR was gathered on October 31, 2008, December 2, 2008, and January 13, 2009 when the Division staff met with the SESAC. At those meetings, data was shared concerning the current status of SPP/APR Indicators. On October 31, 2008, information was shared about the overall SPP/APR, State determination by OSEP, local determinations, Indicator 5 LRE, and Indicator 15, General Supervision. On December 2, 2008, Indicators 8 Parent Involvement, 11 Child Find – Initial Evaluation, 16 Complaint Timelines, 17 Hearing Timelines, 18 Resolution Sessions, 19 Mediation, and 20 Timely and Accurate Data were shared and discussed. On January 13, 2009 information was presented on Indicators 1 Graduation, 2 Dropout, 13 Post-Secondary Transition, 14 Post-Secondary Outcomes, 3 Assessment, 4 Suspension and Expulsion of Students with Disabilities, 9 Disproportionality (Identification/ Race/Ethnicity), and 10 Disproportionality (Identification/ Race/Ethnicity and Disability Category).

In addition to information submitted in the SPP/APR, the following documents are attached:

- Table 6, Report of the Participation and Performance of Students with Disabilities on State Assessments (Indicator 3);
- Table 5, Report of Children with Disabilities Subject to Disciplinary Removal (Indicator 4);
- Copies of the parent survey(s) (Indicator 8);
- December 30, 2008 MSDE letter to OSEP requesting permission to use Maryland Longitudinal Transition Study (MDLTS) data (Indicator 14);
- Attachment 1, Indicator 15 Worksheet;
- Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act (Indicators 16-19); and
- Attachment 2, Indicator 20 Worksheet.

The reader may wish to refer to Maryland's revised FFY 2005 – 2010 State Performance Plan when reviewing the information included in Maryland's FFY 2007 Annual Performance Report. This document is available at: <http://mdideareport.org>.

Maryland's FFY 2007 Part B SPP contains **Indicator 7**, pages 3-16: Progress data and improvement activities;

Maryland's FFY 2007 Part B APR contains actual target data and other responsive APR information for **Indicators: 1** (pages 17-21), **2** (pages 22-24), **3** (pages 25-38), **4A** (pages 39-42), **5** (pages 43-46), **8** (pages 47-53), **9** (pages 54-57), **10** (pages 58-61), **11** (pages 62-65), **12** (pages 66-68), **13** (pages 69-70), **14** (page 71-75), **15** (pages 76-79), **16** (pages 80-81), **17** (pages 82-83), **18** (page 84), **19** (pages 85-86), and **20** (pages 87-91). In accordance with the SPP/APR Instructions for FFY 2007 Maryland need not report on Indicator 6 for FFY 2007.

As a follow-up to Maryland's FFY 2006 SPP/APR submission, OSEP notified Maryland in a letter dated June 6, 2008 that Maryland was in need of assistance for a second year in a row. The specific factor affecting OSEP's determination of needs assistance was that the State reported 84% compliance for Indicator 15. OSEP advised the State of available sources of technical assistance related to Indicator 15 (timely correction of noncompliance). Maryland is required to report on: 1) the technical assistance sources from which the State received assistance; and 2) what actions the State took as a result of that technical assistance. This information is located on pages 76-79. In accordance with section 616(e)(7) and 34 CFR §300.606, Maryland was required to notify the public that the Secretary of Education has taken an enforcement action. Maryland notified the media, local school superintendents, local directors of special education, and the public of the above enforcement action on June 19, 2008.

Please contact Dr. Carol Ann Heath-Baglin, Assistant State Superintendent, Division of Special Education/ Early Intervention Services at 410-767-0238 or at [cheath-baglin@msde.state.md.us](mailto:cheath-baglin@msde.state.md.us) for information related to Maryland's SPP/APR.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Please refer to the Overview, pages 1-2.

Monitoring Priority: Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

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

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged

peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

### Overview of Issue/Description of System or Process<sup>1</sup>:

The MSDE established the Maryland Early Childhood Accountability System (ECAS) for measuring outcomes for infants, toddlers, and preschoolers with disabilities and their families. Through the ECAS, MSDE will:

- 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.

<sup>1</sup> FFY 2007 activities, updates and progress data are addressed in a section titled "Updates to Maryland's Early Childhood Accountability System for FFY 2007." This section follows immediately after "Discussion of Activities Completed for FFY 2006."

Through its General Supervision Enhancement Grant (GSEG), MSDE built a system based on child and family change, established a measurement system based on valid and reliable assessment tools and instruments, and for the collection of data for preschool children, created a web-based data collection system for aggregating, analyzing, and reporting outcome data. In addition, the Division expanded its partnership with the Division for Early Childhood Development to expand an existing professional development system to support full implementation of the Early Childhood Assessment System (ECAS).

MSDE has built a Birth through Five Framework for the ECAS, ensuring collaboration at the State and local levels and building on existing partnerships and initiatives in the State to prepare young children with disabilities to succeed in school and community life. Maryland's ECAS includes specific plans for collecting and reporting outcome data at entry and exit for:

- 1) Infants and toddlers with disabilities based on the collection of present levels of development data from the IFSP process (Part C Indicator #3), and
- 2) Preschool children with disabilities using the Work Sampling System (WSS) (Part B Indicator #7).

### **ECAS for Preschool:**

- The WSS is an age-anchored early childhood assessment that provides a picture of a child's development in relation to typically developing peers. It is a nationally validated instrument, with established protocols for administering and scoring. The WSS takes an individualized approach to learning and assessment, and yields child-specific information that can assist with modifying instruction. It evaluates progress as well as performance, thus allowing children with special needs to demonstrate growth even in areas where their performance is delayed. It is the instrument used by all of Maryland's local school systems for the annual required fall kindergarten readiness assessment. Additional administrations are voluntarily used by the majority of local school systems throughout the school year in general education pre-K and kindergarten programs. The WSS has been aligned with Maryland's Early Learning Standards and Voluntary State Curriculum (VSC).
- For the ECAS, individual WSS indicators in all domains at each age level (3, 4, and 5) have been linked electronically through the web-based system with one or more of the three broad child outcomes established by OSEP. Local school system personnel complete on-line indicator ratings for the WSS checklist appropriate to the chronological age of the child. The crosswalk of the indicator ratings to the three broad outcomes occurs after the checklist has been finalized and electronically submitted to the ECAS database, hosted by a contractor with the highest level of data security.
- Information on child performance gained through the implementation of the ECAS will be used to inform local program improvement efforts and State level focused monitoring and technical assistance activities. For individual children, this information will also be used to update current levels of performance on the IEP as well as assist with the development of goals and associated instructional strategies as part of each annual IEP review.
- Stakeholder involvement by local school system preschool special education administrators, families, other community early childhood program directors, and the State Interagency Coordinating Council (birth-five focus) for the design of the ECAS has been ongoing.
- The ECAS has two child performance data measurement points:
  - Status at Entry – “New” to preschool special education services; 3, 4 and 5 year old children with disabilities who begin receiving preschool special education services through an initial IEP. The first reporting of Status of Entry data to OSEP is due in

February 2007; data to be reported will include the percentage of children entering at the level of same-aged peers, and the percentage of children entering at a level below same-aged peers, for each of the three outcomes.

- Progress Data at Exit: The first Progress at Exit data collection will occur for children for whom Status at Entry data was collected in FFY 05, who exited from the preschool program during the 2006-2007 school year (FFY 06), and who participated in the preschool program for at least six months.

### **Implementation Plan: Phase 1 and Phase 2 of Statewide Data Collection System**

Maryland's plan for phasing-in a statewide system of child outcomes data collection for the ECAS is consistent with guidance provided by OSEP in a September 2006 document entitled, "Frequently Asked Questions regarding the SPP/APR: Early Childhood Outcomes (Part C Indicator #3 and Part B Indicator #7)":

"F. Can a State phase in its data collection and just collect and report on some programs/LEAs the first year, those plus the second group the next year, etc...?"

*"A State can phase in its data collection and reporting as long as the data reported each year represent the population of children served within the State. For example, a State cannot report data in the first year that only represents one urban district/program, but could report data that represents a handful of districts/programs that represent the State's population of children served." (page 4)*

Maryland also received verbal approval for its proposed plan to phase-in data collection from its OSEP Part B State Contact.

### **Plan for Phased-In Statewide Data Collection**

Consistent with OSEP's September 2006 guidance, statewide data collection for the Maryland ECAS will be phased-in over a two year period, with all local school systems fully participating as of the second year of the phase-in, FFY 06. The two-year phase-in will impact only the number of local school systems initiating data collection, and not effect the population of children (i.e., all ages and disabilities will be included) or types of programs included. **NO SAMPLING WILL BE USED. THIS IS A CENSUS COLLECTION.** All of Maryland's twenty-four local school systems will be implementing the ECAS as of FFY 2006.

### **Data Collection, Phase 1 (FFY 2005):**

- Of Maryland's twenty-four local school systems, seven districts have been identified as representative of the State utilizing census data for preschool-aged children, size (population) of school district, and geographic locations.
- In accordance with OSEP requirements for Indicator #7, all jurisdictions with an average daily enrollment of 50,000 or more students include five jurisdictions of Anne Arundel County, Baltimore City, Baltimore County, Montgomery County, and Prince George's County.
- Including two additional jurisdictions enables Maryland to comply with the requirements for geographic representation. The two local school systems are: Allegany County and Charles County.
- The seven identified representative local school systems will initiate Status At Entry data collection on **all** three, four and five year olds newly identified, i.e., all children receiving special education and related services under an initial IEP during the FFY 2005 data collection period. **NO SAMPLING WILL BE USED BY THESE LOCAL SCHOOL SYSTEMS. THIS IS A CENSUS COLLECTION.**

### Data Collection, Phase 2 (FFY 2006):

- All twenty-four Maryland local school systems will be participating in data collection for the Maryland ECAS as of FFY 2006. This includes the seven jurisdictions initiating Status At Entry data collection in Phase 1, and the remaining seventeen jurisdictions not participating in Phase 1.
- All three, four and five year olds newly identified (i.e., with initial IEPs) will be included in data collection in all twenty-four local school systems for Phase 2. NO SAMPLING WILL BE USED. THIS IS A CENSUS COLLECTION.
- The local school systems initiating Status At Entry data collection in Phase 1 will be collecting their second set of Status At Entry data for children newly identified (i.e., with initial IEPs) during the FFY 2006 time period.
- The seven Phase 1 local school systems will begin collecting Progress At Exit data for ***all*** children for whom there is a FFY 2005 Status at Entry measure and who have participated in preschool special education for at least six months. Note: Progress at Exit data may be collected when children “age-out” of preschool special education, i.e., they continue under an IEP at age 6, or they no longer require special education and related services due to meeting all of their IEP goals and objectives.

### **ECAS Web-Based Data Entry Tool**

In partnership with the JHU/CTE a web-based data entry system for collecting, aggregating, and reporting outcome data was designed and implemented:

- For the ECAS web-based data entry system, individual WSS indicators in all domains at each age level (3, 4, and 5) were linked electronically with one or more of the three broad child outcomes. Local school system personnel from jurisdictions included in Phase 1 of data collection entered into the web-based data entry system, completed ratings for all indicators on the WSS checklist appropriate to the chronological age of the child.
- The cross-walk of the WSS indicator ratings to the three broad child outcomes established by OSEP occurs after the checklist has been finalized by the local school system and electronically submitted to the ECAS database, hosted by a contractor with the highest level of data security. Points are assigned to each of the three possible ratings for each WSS indicator: Fully Ready/Proficient (3); In Process (2); or Needs Development (1). To reach an overall score for each of the 3 broad outcomes, ratings submitted for all WSS indicators cross-walked to that particular outcome are aggregated and the average of the total calculated. On a scale of 1 to 3, 2.5 was determined as the “cut-off” score for reporting a child’s performance as comparable to typically developing peers (i.e., 2.5-3.0 resulted in a “yes”, while 2.4 and below resulted in a “no”).
- ***Progress at Exit*** results for each child will be determined according to a protocol developed by Maryland that will report levels of growth/progress in keeping with the framework established by OSEP. The decision to use all indicators at each age level of the WSS was made to enable a level of sensitivity that could reflect varying rates of growth for preschool children with disabilities and still demonstrate progress made toward achieving performance comparable to that of typically developing peers.

**Baseline Data for FFY 2005 (2005-2006):**

*Since this is a new indicator, baseline data will be reported in the APR due February 1, 2010. For FFY 2005, the results of the first collection of Status At Entry data are reported in the table below.*

**Status At Entry\*:**

**Performance of Preschool Children Comparable to Typically Developing Peers  
(n=704 for all outcomes)**

<b>Outcome</b>	<b>Comparable: Yes</b>	<b>Comparable: No</b>
<b>Positive social-emotional skills (including social relationships)</b>	<b>25%</b>	<b>75%</b>
<b>Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	<b>7%</b>	<b>93%</b>
<b>Use of appropriate behaviors to meet their needs</b>	<b>22%</b>	<b>78%</b>

\*Phase 1 representative local school systems: Allegany, Anne Arundel, Baltimore City, Baltimore County, Charles, Montgomery, Prince George's

**Discussion of Activities Completed for FFY 2005:**

- Maryland identified seven of its twenty-four local school systems as representative of the State to initiate the first round of Status at Entry data collection (Phase 1). All local school systems with an average daily enrollment of 50,000 or more students were included. These representative school systems began collecting Status at Entry data on all 3, 4 and 5 year-old preschool children newly identified (i.e., with initial IEPs). **NO SAMPLING WAS USED. THIS IS A CENSUS COLLECTION.** Results of their aggregated data collection are reported in the table above. The seven local school systems included in Phase 1 are: Allegany, Anne Arundel, Baltimore City, Baltimore County, Charles, Montgomery, and Prince George's.
- Procedures and protocols addressing the 3 and 4 year old levels of the WSS were developed and disseminated by the Division of Special Education/Early Intervention Services to all twenty-four local school systems as a part of professional development sessions.
- An ECAS professional development plan was developed and implemented beginning Spring 2006; this plan will be updated annually and delivery of training on the WSS will continue to be conducted in collaboration with the MSDE Division for Early Childhood Development.
- Training on the ECAS web-based data entry system was developed and training sessions for the seven local school systems in Phase 1 conducted. Training on the data entry system will be completed for all local school systems by the end of January 2007. As reporting features of the web-based data entry system are added, additional training as well as technical assistance will be provided.

**Updates to Maryland's Early Childhood Accountability System for FFY 2006**

**Discussion of Activities Completed for FFY 2006:**

- The ECAS was implemented statewide. Status at Entry data was collected for a total of 3,525 three, four and five year olds.

- The seven local school systems initiating Status At Entry data collection in Phase 1 (FFY 2005) collected their second set of Status At Entry data for children newly identified (i.e., with initial IEPs).
- Phase 1 local school systems began collecting Progress At Exit data for **all** children for whom there was a FFY 2005 Status at Entry measure and who participated in preschool special education services for at least six months.
- Revisions to procedures and protocols for the 3, 4, and 5 year old levels of the WSS were completed and disseminated by the Division of Special Education/Early Intervention Services to all twenty-four local school systems as a part of professional development sessions. Revisions included information on appropriate modifications, accommodations and supports for children with disabilities.
- The ECAS professional development plan was updated for FFY 2006. Training on the WSS continued to be conducted in collaboration with the MSDE Division for Early Childhood Development.
- Technical assistance on the ECAS web-based data entry system was provided to designated key contacts (i.e., members of local school system teams trained in FFY 2005) on request through webinars, phone calls, emails, and onsite visits.
- Maryland established a protocol for determining and reporting levels of progress in accordance with the 5 categories of progress identified by OSEP. Development of the protocol for three through five year olds was facilitated by staff from the JHU/CTE and was coordinated with Part C staff in the development of the protocol for children ages birth to three.

**Discussion of Progress Data:**

For FFY 2006, the results of the first calculations of child progress data are reported in the table below. Exit measures were completed for children ages three through five who:

- Participated in preschool special education services for at least six months from July 1, 2006 through June 30, 2007; and
- Had a Status at Entry measure.

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	11	13.58%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	6	7.41%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4	4.94%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	27	33.33%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	33	40.74%
<b>Total</b>	<b>N= 81</b>	<b>100%</b>

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	14	17.28%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	11	13.58%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	16	19.75%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	31	38.27%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	9	11.12%
<b>Total</b>	<b>N= 81</b>	<b>100%</b>

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	11	13.58%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	8	9.88%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	7	8.64%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	29	35.80%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	26	32.10%
<b>Total</b>	<b>N= 81</b>	<b>100%</b>

The percentage of children for progress level “a. Percent of preschool children who did not improve functioning” greatly exceeded the anticipated percent of children who could fall within this level. Entry and Exit measures for all 81 children were reviewed and it was found that of the children represented in progress level “a” all clustered within one local school system. As part of improvement activities, further review of the data will be conducted with that local school system to determine the reason(s) for children being rated significantly higher for Entry than for Exit. Avenues to be explored include quality and effectiveness of professional development provided to school and community-based staff on the WSS, accuracy of entering the data into the ECAS system, and linkages of IEP content with appropriate modifications and accommodations that support accessing the general curriculum. Based on findings, a plan for focused technical assistance for that local

school system will be developed with local school system staff and implemented with support from MSDE staff.

## Progress Data Methodology

MSDE Part C and Part B Preschool staff worked jointly with consultants from JHU/CTE to establish a Birth through Five Framework for reporting child progress. For Part B Preschool, MSDE extracted entry and exit data from the ECAS database on children who entered preschool special education services from July 1, 2006 through June 30, 2007, participated in services for at least six months, and exited the system during 2006-2007. Using the Intervention Efficacy Index (Bagnato and Neisworth) and the Proportional Change Index (Wolery), sample child Entry and Exit data were tested and analyzed to determine how each approach affected reporting on the OSEP levels of progress. MSDE and the JHU/CTE consultants reached agreement that with the use of one statewide assessment, the WSS, an approach based on a modified Proportional Change Index would yield child outcomes progress data that was both reasonable and accurate for the preschool population.

MSDE staff and consultants developed formulas for each reporting category using the sum of WSS indicator values divided by the number of indicators for an outcome at Entry and Exit. In addition, for OSEP reporting categories “b” and “c”, the percentage of change from Entry to Exit proved to be essential for distinguishing between these two levels of progress.

### Considerations and Overarching Formulas

- **WSS indicators are assigned numerical values: Proficient = 3, In Process = 2, Needs Development = 1**
- **2.5 was determined as the “cut-off” score for reporting a child’s performance as comparable to typically developing peers**

$$\text{WSSav} = \frac{\text{sum of indicator values for an outcome}}{\text{number of indicators}}$$

$$\% \text{ change} = \frac{\text{Exit WSSav} - \text{Entry WSSav}}{\text{Entry WSSav}}$$

Formulas for each reporting category are as follows:

#### a) % of children who did not improve functioning.

In this category, MSDE is reporting children whose average WSS score for Exit is equal to or less than the average WSS score for Entry and who were not captured in categories “d” or “e”:

$$\text{NOT captured by categories D or E} \\ \text{AND Exit WSSav} \leq \text{Entry WSSav}$$

#### b) % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

This category includes children whose average WSS score for Exit is greater than the average score at Entry, and where the percent of change is less than 30%:

**NOT** captured by categories D or E  
**AND** Exit WSSav > Entry WSSav  
**AND** % change < 30%

- c) **% of children who improved functioning to a level nearer to same-aged peers, but did not reach it**

This category is reporting children whose average WSS score for Exit is greater than the average score for Entry, and the percent of change is equal to or greater than 30%:

**NOT** captured by categories D or E  
**AND** Exit WSSav > Entry WSSav  
**AND** % change  $\geq$  30%

- d) **% of children who improved functioning to reach a level comparable to same-aged peers**

This category includes children whose average WSS score for Exit is equal to or greater than 2.5, and whose average score for Entry is less than 2.5:

Exit WSSav  $\geq$  2.5  
**AND** Entry WSSav < 2.5

- e) **% of children who maintained functioning at a level comparable to same-aged peers**

This category includes children whose average WSS score is equal to or greater than 2.5, and whose average score for Entry is equal to or greater than 2.5:

Exit WSSav  $\geq$  2.5  
**AND** Entry WSSav  $\geq$  2.5

### **Updates to Maryland's Early Childhood Accountability System for FFY 2007**

#### **Discussion of Activities Completed for FFY 2007:**

- The ECAS completed the second year of statewide implementation. As of June 30, 2008, Status at Entry data had been collected for a total of 6,979 three, four and five year olds.
- All local school systems collected Progress At Exit data for children for whom there was a Status at Entry measure and who participated in preschool special education services for at least six months prior to exiting between July 1, 2007 and June 30, 2008.
- The ECAS professional development plan was updated for FFY 2007. Training on the WSS continued to be conducted in collaboration with the MSDE Division for Early Childhood Development.
- Technical assistance on the ECAS web-based data entry system continued to be provided to designated key contacts (i.e., members of local school system teams trained in FFY 2005) on request through webinars, phone calls, emails, and onsite visits.
- MSDE and a local school system developed and initiated implementation of a plan for focused technical assistance addressing professional development, data entry, progress reporting and other issues related to measuring child outcomes identified as part of technical assistance planning and activities. General and special education early childhood program staff and local

## SPP Template – Part B (3)

Head Start Program Disability and Educational Consultants were included in all technical assistance plan professional development sessions.

- MSDE posted technical assistance and on-line professional development resource materials on the 3-5 Child Outcomes System on the Maryland Early Childhood Gateway website, [www.mdecgateway.org](http://www.mdecgateway.org).
- Planning and conducting of a 3-day training-of-trainers institute projected for the summer of 2008 was put on hold due to expressed concerns of local school system Preschool Coordinators regarding already heavily committed summer schedules for locally required professional development activities. MSDE will continue to explore alternatives to a multi-day institute for the purpose of building local school system/public agency capacity to provide training and technical assistance to staff, including related services personnel, and community-based providers, such as expanding the range of resources and formats (e.g., webinar) available through the Maryland Early Childhood Gateway website.
- MSDE reviewed ECAS Child Outcomes data reported in the FFY 06 SPP with local school system/public agency preschool special education coordinators as part of a statewide administrative briefing held April 1, 2008. Follow-up reviews and technical assistance sessions were held with individual coordinators with expressed concerns about the accuracy and reliability of their WSS ratings entered for Status-at-Entry and Progress-at-Exit, and resulting levels of progress data at the individual child level.

### Discussion of Progress Data for FFY 2007:

For FFY 2007, the results of the second calculations of child progress data are reported in the table below. Exit measures were completed for children ages three through five who:

- Participated in preschool special education services for at least six months from July 1, 2007 through June 30, 2008; and
- Had a Status at Entry measure.

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	78	13.07%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	36	6.03%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	30	5.03%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	194	32.50%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	259	43.38%
<b>Total</b>	<b>N = 597</b>	<b>100%</b>

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	91	15.24%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	83	13.90%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	78	13.07%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	219	36.68%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	126	21.11%
<b>Total</b>	<b>N = 597</b>	<b>100%</b>

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of preschool children who did not improve functioning	85	14.24%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	56	9.38%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	24	4.02%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	196	32.83%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	236	39.53%
<b>Total</b>	<b>N = 597</b>	<b>100%</b>

For a second year, the percentage of children for progress level “a. Percent of preschool children who did not improve functioning” greatly exceeded the anticipated percent of children who could fall within this level. In FFY 2006, it was found that of the children represented in progress level “a” all clustered within one local school system. In comparison, FFY 2007 data show children falling in progress level “a” distributed across seven local school systems. For FFY 07, one of the local school systems demonstrated improvement over the last year, and of the seven local school systems, it reports the lowest relative percentage of children in progress level “a”. As part of improvement activities, further review of the data will be conducted with the six local school systems reporting high percentages of children in progress level “a” to determine the reasons and identify technical assistance as needed and appropriate. State Part B preschool staff will conduct an intensive review of the quality and effectiveness of professional development provided to school and community-based staff on the WSS, accuracy of entering the data into the ECAS system, and how appropriate modifications and accommodations that support accessing the general curriculum are being included in IEPs and effectively implemented within early childhood settings. Based on findings, changes to ECAS will be initiated and additional technical assistance resources developed and disseminated.

# SPP Template – Part B (3)

## Discussion of Baseline Data:

Baseline Data will be reported and discussed as part of the SPP/APR to be submitted February 1, 2010.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

## Improvement Activities/Timelines/Resources:

In the next reporting period, MSDE will continue training, technical assistance, and quality assurance activities to ensure that the State's 3-5 Child Outcomes system will produce valid and reliable data.

Proposed activities include:

Improvement Activities	Timelines	Resources
MSDE will continue to implement a plan for focused technical assistance addressing professional development, data entry, progress reporting and other issues related to measuring child outcomes identified as part of technical assistance planning and activities.	2008-2009	MSDE JHU/CTE WSS Professional Development Consultant
MSDE and JHU/CTE staff will coordinate annual update of ECAS data entry system, including incorporating new data collection and reporting features. Note: In March/April, 2009, the second update of the data entry system, ECAS - Version 3, is planned for release and a statewide training session for local school system (LSS) and Public Agency (PA) staff will be conducted.	2007-2011	MSDE JHU/CTE LSSs/PAs
MSDE, Division of Special Education/Early Intervention Services (DSE/EIS), and the Division of Early Childhood Development (DECD) will jointly develop and coordinate implementation of the annual plan for Maryland Model for School Readiness (MMSR) and ECAS Professional Development.	2007-2011	MSDE LSSs/PAs Other external consultants

## SPP Template – Part B (3)

Maryland  
State

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
MSDE will post technical assistance and online professional development resource materials on the 3-5 Child Outcomes System on the Early Childhood Gateway.	2007-2011	MSDE JHU/CTE
MSDE will review ECAS Child Outcomes data with LSS/PA preschool special education coordinators to identify and resolve issues related to the accuracy and reliability of WSS ratings entered for Status-at-Entry and Progress-at-Exit at the individual child level.	2007-2011	MSDE LSSs/PAs

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
FFY 2007 (2007- 2008)	85.5% of youth with IEPs will graduate from high school with a regular diploma.

**Actual Target Data for FFY 2007: 72.85% Target Not Met**

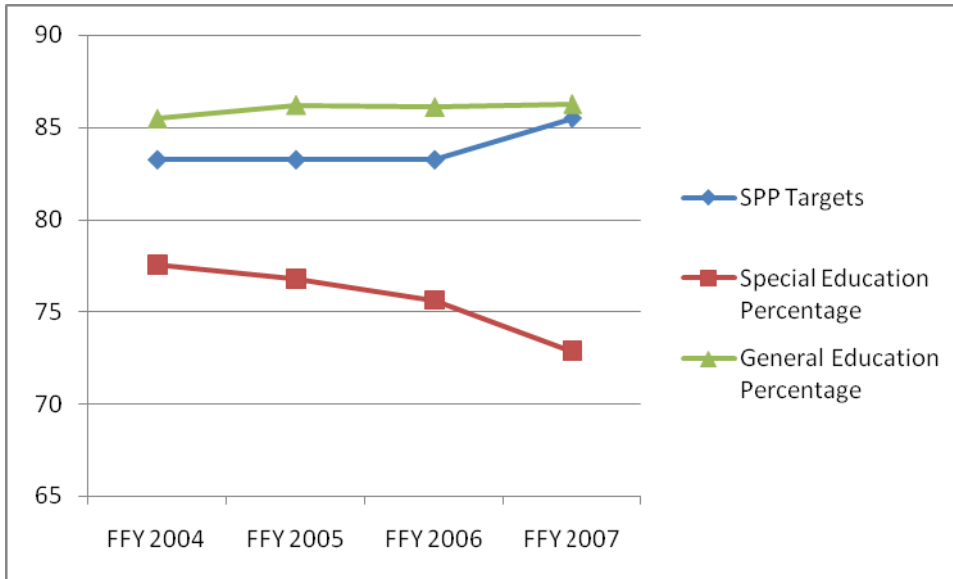
**Calculation**

The data provided for Indicator 1 of the SPP/APR is taken from the Maryland Report Card. This is the official data reporting source for Maryland Public Schools. The Maryland Report Card can be found at <http://www.mdreportcard.org>

Maryland uses the same method of calculating graduation rates for youth with IEPs that is used for AYP purposes under the No Child Left Behind Act (NCLB). The measurement for students with IEPs is the same as for all students. The graduation rate is calculated as the percentage of students who receive a Maryland high school diploma during the reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of dropouts from grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. The performance standard for graduation rate for AYP is 90%.

The actual numbers that represent the 72.85% of students with IEPs that graduated with a Maryland High School Diploma is 4431 (number of students with IEPs divided by 6082 (sum of dropouts from grades 9-12, respectively, in the consecutive years, plus the number of high school graduates) times 100.

Federal Fiscal Year	SPP Targets	Special Education Numbers	Special Education Percentage	General Education Numbers	General Education Percentage
FFY 2004	83.24%	4017	77.56%	50153	85.47%
FFY 2005	83.24%	4122	76.77%	51416	86.21%
FFY 2006	83.24%	4175	75.61%	53389	86.10%
FFY 2007	85.50%	4431	72.85%	54740	86.26%



The Code of Maryland Regulations (COMAR) specifies the requirements that must be met for graduation with a Maryland high school diploma. COMAR 13A.03.02 sets out the enrollment, credit, student service, and State assessment requirements for graduation from a public high school in Maryland. It is the expectation of the State Board of Education that each student enrolled in a public school system in Maryland shall earn a Maryland High School Diploma in accordance with the requirements set forth in COMAR.

Beginning with the graduating class of 2009 (2008-2009), all students, including students with disabilities, who entered grade 9 in the 2005-2006 school year, are required to take the High School Assessment (HSA) in English, algebra/data analysis, biology, and government and pass all four tests, earn a minimum score on each test and a combined score equal to the total of the four passing scores, or earn a passing score on approved substitute tests.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing.

Ongoing improvement activities 1 and 2 are applicable to Indicators 1, 2, 13 and 14. By improving the collaboration among Career and Technology Education, Special Education and School Counseling, MSDE anticipates an increase in the graduation rate as a result of better planning of appropriate courses of study that will assist students in attaining their postsecondary goals.

Ongoing Improvement Activity (This activity is applicable to Indicator 1, 2, 13, & 14)

The Division and the Division of Career Technology and Adult Learning (DCTAL) established a workgroup in January 2007. The focus is on students with disabilities participating in Career and Technology Education. The workgroup is co-chaired by the Division Transition Specialist and a DCTAL Regional Coordinator. Membership on the workgroup is comprised of representatives of the following groups:

- Directors of Special Education;
- Directors of Career and Technical Education;
- Local Secondary Transition Coordinators;
- Local School Counselors;

- Local Career and Technology Education special education support teachers;
- Maryland Higher Education Commission (MHEC); and
- Division of Rehabilitation Services (DORS).

In FFY 2007, the percentage of students with disabilities, enrolled in Career and Technology Education programs, statewide, was 13.37%. This was a higher percentage than in academic courses. Acknowledging this high percentage the workgroup has set the following areas of concentration:

- Professional development on differentiated instruction for Career and Technology Education teachers.
- Career and Technology Education orientation for local transition coordinators, and special education teachers.
- Hold regular meetings to discuss and promote best practices in supporting students with disabilities in Career and Technology Education programs.

The workgroup has met twice since January 2007 and members participated in the planning of a one day conference that was hosted by the Division and took place in October 2008. Eleven of 24 local school system Career and Technology Education directors participated in a conference strand focused on best practices for inclusion in Career and Technology Education.

Ongoing Improvement Activity (This activity is applicable to Indicators 1, 2, 13, & 14)

Maryland continues the Maryland School Completion Project (MSCP) in conjunction with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). Two local school systems are participating in this demonstration project. One local school system has been involved in the project for two years and there is evidence of improvement. Professional development activities began in a second local school system in January 2009.

In the local school system that was the first demonstration site for MSCP, completion/dropout prevention interventions took place in two high schools beginning in FFY 2006 and resulted in an increase of 11.04% in the graduation rate of youth with IEPs in FFY 2007. The project has grown to include the establishment of a subcommittee concentrating on increasing the completion rate of youth with IEPs in Career and Technology Education programs. This subcommittee is represented on the State DSE/EIS – DCTAL workgroup and will be providing best practices outcomes to be used by other local school systems.

Ongoing Improvement Activity (This activity is applicable to Indicators 1, 2, 13, & 14)

Participation in the review of local school system “Bridge to Excellence Annual Master Plans” continues to be a useful tool for learning what interventions are being used to increase the graduation rate of students with disabilities. Based upon the recommendation of the review panel, technical assistance is provided to the local school system that will address Indicators 1, 2, and 13, leading to successful outcomes in Indicator 14.

Ongoing Improvement Activity (This activity is applicable to Indicators 1, 2, 13, & 14)

Participation in the quarterly meetings of the Interagency Transition Council provides the Division information on participating agency activities, policies, and procedures that will impact the transition of students to their stated postsecondary outcomes. Current information is shared with local school systems to aid in transition planning for students.

Ongoing Improvement Activity (This activity is applicable to Indicators 1, 2, 13 & 14)

The December 2007 Interagency Transition Council Conference, co-sponsored by MSDE, was a two day professional development event attended by 740 professionals, parents, and students. A total of 34 breakout sessions were provided for teachers, students, parents, adult service providers, and other professionals. The information related to strategies and interventions is used to assist students in completing their secondary education and preparing for their postsecondary outcomes.

Ongoing Improvement Activity (This activity is applicable to Indicators 1, 2, 13, & 14)

The use of discretionary grants, awarded by the Division, has allowed local school systems to develop and implement interventions and strategies that lead to improved results for students.

**Explanation of Progress and/or Slippage**

While there has been an aggregate slippage in the graduation rate for the State, some local school systems have demonstrated improvement.

- Five of 24 (21%) local school systems exceeded the State graduation rate target.
- Four of 24 (17%) local school systems were below the 85.50% graduation rate target, but had percentages greater than 80%.
- Twelve of 24 (50%) local school systems experienced increases in the rate of graduation for students with IEPs; and 3 of these local school systems have demonstrated increases in the graduation rate for the past two years.

There was a slippage of 2.76 percentage points from the FFY 2006 graduation rate of 75.61% for youth with IEPs. The following factors may have contributed to the slippage:

- The method used to calculate the graduation rate does not take into consideration the number of students who take advantage of additional year(s) to meet the graduation requirements.
- Students with disabilities unable to meet high school graduation requirements may exit high school with a Maryland High School Certificate of Program Completion. In FFY 2007 6.5% of students with IEPs exited high school with a Maryland High School Certificate of Program Completion. The Part B Section 618 Exit Report categorizes students that exit high school without a Maryland High School Diploma as “dropouts.”
- One local school system’s graduation rate has been increasing for the past 4 years, yet the rate is still only 38.85%.

The Division awarded discretionary grants to local school systems to address Indicators 1, 2, 13, and 14 for FFY 2007. One grant was used to develop an after school “Job Club”. The activities of the Club focused on developing soft skills needed for employment. One goal of the grant was to increase school completion by giving students activities to increase school attendance. Students struggling with academics were invited to participate. When analyzing the outcomes of the “Job Club,” the participants did remain in school. However, the dropout rate for the district increased by 1 percentage point and the graduation rate decreased by 6 percentage points. If a local school system applies for a State discretionary grant to address Indicators 1 and 2, the local school system will be required to use the “At Risk Calculator” developed by the NDPC-SD to ensure that the needs of youth with IEPs at-risk for not graduating with a regular high school diploma and dropping out are addressed.

**Technical Assistance - Sources of Assistance and Actions the State took as a Result:**

- MSDE continues to work with NDPC-SD in providing technical assistance via phone conference, webcasts, and onsite visits. All local school systems have participated in the remote sessions. Materials produced by NDPC-SD are being given to lead transition coordinators of local school systems at quarterly meetings.

# APR Template – Part B (4)

- NDPC-SD staff delivered a technical assistance presentation at the Maryland Special Education Leadership Conference in October 2007.
- A Maryland Interagency team participated in the OSEP sponsored “Making the Indicator Connections” conference. The team was comprised of Division, local school system, and DORS staff members. Lessons learned were shared with lead transition coordinators of local school systems at quarterly meetings.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:**

<b>Improvement Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
Collaborate with the Divisions of Career Technology and Adult Learning (CTAL), and Student, Family, and School Support (DSFSSS) in the development of a career awareness instructional framework to be infused into the Voluntary State Curriculum <b>(Applicable to both Indicator #1 and Indicator #2)</b>  <b>COMPLETED</b>	2005 – 2006 school year	DSE/EIS Staff DSFSS Staff DI Staff LSS Staff	Career awareness instructional framework developed. See next activity relative to professional development and usage.
Participate in MSDE professional development on the usage of the career awareness instructional framework. <b>(Applicable to both Indicator #1 and Indicator #2)</b>	2008 – 2009 school year through February 2012  <b>REVISED</b>	DSE/EIS Staff DSFSS Staff DI Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.  Professional development for LSS staff including special education staff is being conducted during 2008-2009. The framework will be put into operation for the 2009 – 2010 school year.
Provide Professional Development to LSS staff on the use of the online computer program used to generate the <i>Exit Document</i> . <b>(Applicable to Indicators #1, 2, 13 &amp; 14)</b>	Annually through February 2012  <b>REVISED</b>	DSE/EIS Staff LSS Exit Document Managers	The original training was completed in 2006. Professional development on program updates and new staff orientation have become an annual activity to address LSS needs.
Co-sponsor a statewide transition conference that included breakout sessions on increasing graduation rates of students with disabilities. The conference was attended by 485 professional, parents, and students with disabilities. <b>(Applicable to both Indicator #1, 2, 13 &amp; 14)</b>	Annually through February 2012  <b>REVISED</b>	Interagency Transition Council	The conference has become so useful that it will be provided annually.

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the SPP/APR Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
FFY 2007 (2007- 2008)	The dropout rate of students with disabilities will be 3.54% or less.

**Actual Target Data for FFY 2007: 5.78% Target Not Met**

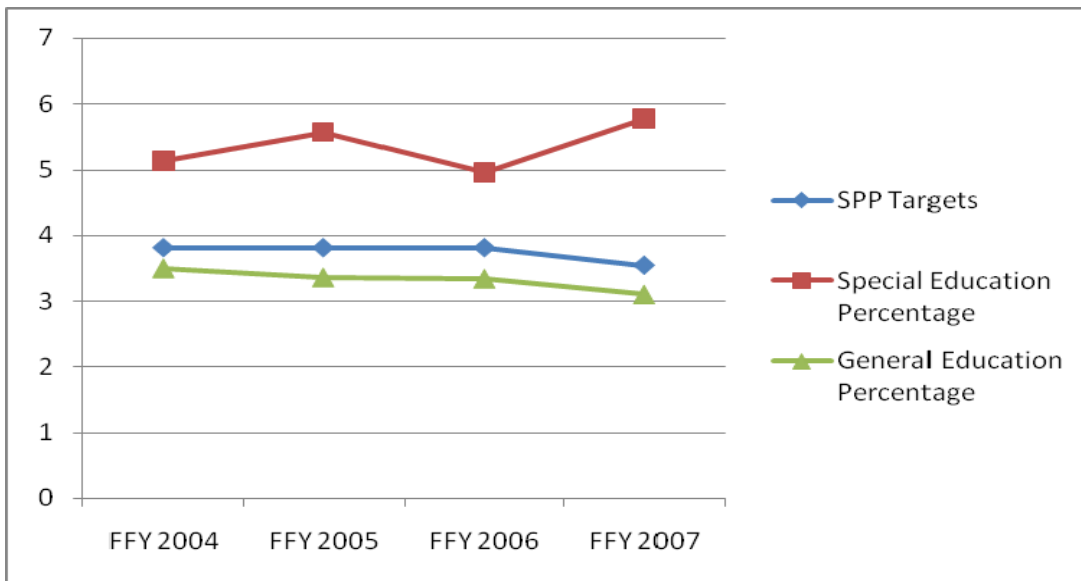
In FFY 2007 youth with IEPs had a dropout rate of 5.78%. This was an increase of 0.80 percentage points from the FFY 2006 rate of 4.98%.

The data provided for Indicator 2 is taken from the Maryland Report Card. This is the official reporting source for Maryland Public Schools. The Maryland Report card can be found at [www.mdreportcard.org/](http://www.mdreportcard.org/)

The dropout rate is calculated as the percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students include those who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state approved program during the current school year. The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs. The dropout rate is computed by dividing the number of dropouts by the total number of students in grades 9 – 12 served by the school.

The actual numbers that represent 5.78% of students with IEPs that dropped out is 1861 (number of students with IEPs that dropped out divided by 32135 (total number of students with IEPs in grades 9 – 12 served by local school systems) X 100.

Federal Fiscal Year	SPP Targets	Special Education Numbers	Special Education Percentage	General Education Numbers	General Education Percentage
FFY 2004	3.81%	1626	5.13%	8817	3.50%
FFY 2005	3.81%	1768	5.57%	8616	3.36%
FFY 2006	3.81%	1542	4.95%	8690	3.34%
FFY 2007	3.54%	1861	5.78%	7954	3.10%



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing. As described in Indicator 1, the Improvement Activities are applicable to Indicators 1, 2, 13, and 14. The following describes ongoing improvement activities that are in addition to those described in Indicator 1.

Ongoing Improvement Activity (This activity is applicable to Indicator 1, 2, 13, & 14)

The Division continues the provision of technical assistance to local school systems to increase their capacity to prevent students from dropping out. Identified promising practices, as a result of the Maryland School Completion Project (MSCP), are shared with local transition coordinators. During FFY 2008 one (1) local school system will be instituting a mentoring program that was initiated in the MSCP.

Ongoing Improvement Activity (This activity is applicable to indicator 1, 2, 13, & 14)

The Division continues the provision of technical assistance on identifying youth with IEPs “at risk” for dropping out. With the assistance of the NDPC-SD an “at risk” calculator has been developed and will be used in identifying students for interventions by local school systems.

Ongoing Improvement Activity (This activity is applicable to Indicator 1, 2, 13, & 14)

The Division continues the provision of professional development to local school systems on secondary transition planning and student involvement in the process. The professional development activities stress appropriate transition planning as an excellent dropout prevention intervention.

**Explanation of Progress and/or Slippage**

There has been an expected decrease in the dropout rate for youth with IEPs in the local school system participating in the Maryland School Completion Project (MSCP). For FFY 2007 the dropout rate in this local school system decreased 0.5 percentage points from the FFY 2006 dropout rate of 7.07% to 6.57%. This is a local school system that had a dropout rate above 10% for youth with IEPs in FFY 2005.

## APR Template – Part B (4)

Maryland  
State

- Nine of 24 (37.5%) local school system's dropout rates were below the State target of 3.54%.
- The local school system participating in the MSCP has experienced a decrease. In FFY 2006 the local school system's dropout rate was greater than 10% for youth with IEPs. For FFY 2007 the system's dropout rate decreased by 0.5 percentage points.
- Three (12.5%) local school systems experienced increases of greater than 2.8% in their dropout rates.
- One local school system had a dropout rate of 13.16%. Although this dropout rate is extremely high, FFY 2007 marks the third straight year of decrease in the system's dropout rate.
- Seven of 24 (29%) local school systems experienced an increase in the dropout rate.

### Technical Assistance - Sources of Assistance and Actions the State took as a Result:

Refer to Indicator 1, pages 20-21.

### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Improvement Activity	Timelines	Resources	Justification
Provide technical assistance on linking proper transition planning to dropout prevention	2005-2006 through February 2012  <b>REVISED</b>	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Award discretionary grants to local school systems for dropout prevention	2005 – 2006 through February 2012  <b>REVISED</b>	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP. The actions developed through discretionary grants have provided the State and local school system with promising practices that can be replicated by other local school systems.
Develop a Promising Practices Guide on Dropout Prevention	January 2007 through February 2012  <b>REVISED</b>	DSE/EIS Staff LSS Staff	Additional evaluative results are needed from the Maryland School Completion Project (MSCP) in order to have more evidence-based interventions to include in the Guide.  Revised timeline to reflect the remaining years of the SPP.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a) (3) (A))

**Measurement:**

- A. Percent = [(# of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100.
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  - c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

- C. Proficiency rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target																								
<p><b>FFY 2006 (2006-2007)</b></p>	<p>A. 33% of the State’s local school systems will meet AYP for the subgroup of students with disabilities.</p> <p>B. 95% of students with disabilities will participate in the Statewide assessment system.</p> <p>C. Student with disabilities will meet the content area AMO as follows:</p> <table border="1" data-bbox="521 541 1182 856"> <thead> <tr> <th>Grade</th> <th>Mathematics AMO</th> <th>Reading AMO</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>66.53%</td> <td>61.82%</td> </tr> <tr> <td>4</td> <td>66.33%</td> <td>72.05%</td> </tr> <tr> <td>5</td> <td>58.89%</td> <td>66.59%</td> </tr> <tr> <td>6</td> <td>51.84%</td> <td>68.50%</td> </tr> <tr> <td>7</td> <td>49.81%</td> <td>66.75%</td> </tr> <tr> <td>8</td> <td>48.45%</td> <td>63.73%</td> </tr> <tr> <td>10 [EoC = end of course<sup>2</sup>]</td> <td>38.60% Algebra Data Analysis</td> <td>52.17% English</td> </tr> </tbody> </table>	Grade	Mathematics AMO	Reading AMO	3	66.53%	61.82%	4	66.33%	72.05%	5	58.89%	66.59%	6	51.84%	68.50%	7	49.81%	66.75%	8	48.45%	63.73%	10 [EoC = end of course <sup>2</sup> ]	38.60% Algebra Data Analysis	52.17% English
Grade	Mathematics AMO	Reading AMO																							
3	66.53%	61.82%																							
4	66.33%	72.05%																							
5	58.89%	66.59%																							
6	51.84%	68.50%																							
7	49.81%	66.75%																							
8	48.45%	63.73%																							
10 [EoC = end of course <sup>2</sup> ]	38.60% Algebra Data Analysis	52.17% English																							
<p><b>FFY 2007 (2007-2008)</b></p>	<p>A. 38% of the State’s local school systems will meet AYP for the subgroup of students with disabilities.</p> <p>B. 95% of students with disabilities will participate in the Statewide assessment system.</p> <p>C. Student with disabilities will meet the content area AMO as follows:</p> <table border="1" data-bbox="521 1108 1182 1415"> <thead> <tr> <th>Grade</th> <th>Mathematics AMO</th> <th>Reading AMO</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>71.31%</td> <td>62.27%</td> </tr> <tr> <td>4</td> <td>71.14%</td> <td>76.90%</td> </tr> <tr> <td>5</td> <td>64.76%</td> <td>71.36%</td> </tr> <tr> <td>6</td> <td>58.72%</td> <td>73.00%</td> </tr> <tr> <td>7</td> <td>56.98%</td> <td>71.50%</td> </tr> <tr> <td>8</td> <td>55.82%</td> <td>68.91%</td> </tr> <tr> <td>10 [EoC]</td> <td>38.60% Algebra Data Analysis</td> <td>59.00% English</td> </tr> </tbody> </table>	Grade	Mathematics AMO	Reading AMO	3	71.31%	62.27%	4	71.14%	76.90%	5	64.76%	71.36%	6	58.72%	73.00%	7	56.98%	71.50%	8	55.82%	68.91%	10 [EoC]	38.60% Algebra Data Analysis	59.00% English
Grade	Mathematics AMO	Reading AMO																							
3	71.31%	62.27%																							
4	71.14%	76.90%																							
5	64.76%	71.36%																							
6	58.72%	73.00%																							
7	56.98%	71.50%																							
8	55.82%	68.91%																							
10 [EoC]	38.60% Algebra Data Analysis	59.00% English																							

**Revised FFY 2006 Participation and Performance Data – Indicators 3B and 3C**

Maryland is resubmitting FFY 2006 (2006-2007) data within this FFY 2007 APR because of a discrepancy reported to MSDE, Division of Assessment and Accountability (DAA), by Partner Support when they compared Maryland assessment data to the September 30, 2006 enrollment data. The difference occurred because the MSDE, Division of Assessment and Accountability (DAA) provided data to the Division of Special Education/Early Intervention Services (DSE/EIS) to complete the FFY 2006 APR for Indicator 3 and Table 6 based on the AYP results instead of the performance results. Through MSDE’s discussions with Patrick Rooney, U.S. Department of Education, regarding the discrepancy, guidance was provided and MSDE completed the following tasks:

1. Re-submitted the relevant FFY 2006 (2006-2007) EDFacts data files. CSPR Part 1 is not changed;

<sup>2</sup> EoC = End of Course Assessment  
 Part B State Performance Plan: 2005-2010  
 (OMB NO: 1820-0624 / Expiration Date: 08-31-2009)  
 [Use this document for the February 2, 2009 Submission – Revised April 7, 2008]

## APR Template – Part B (4)

Maryland  
State

2. Revised the FFY 2006 OSEP Table 6 report for correction to the DANS; and
3. Resubmitted the FFY 2006 data within this FFY 2007 APR submission.

The correction of the data in ED Facts and DANS will ensure that any trend lines published by the U. S. Department of Education are consistent, since all prior submissions were performance data, not AYP data.

### FFY 2006 Revised Indicator 3B Participation Rate

The revised data did not alter the FFY 2006 APR participation percentage for the special education subgroup. Maryland established a measurable rigorous target of  $\geq 95\%$  rate of participation. Maryland exceeded that target for mathematics at 98.8% and reading at 98.9%. The format for the tables below were adapted from the National Center on Educational Outcomes (NCEO) "*Part B SPP/APR Indicator Analysis, 08/01/08*" as an example of well-presented data for Indicator 3B, mathematics and reading. The charts below incorporate tables Ba, Bb, Bc, Bd, Be & Overall Percentage of Participation (Bf).

Statewide Assessment FFY 2006 (2006– 2007)		Mathematics Assessment							Total #
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra EoC	
a.	Children with IEPs	7387	7902	7958	8133	8263	8300	7188	55131
b.	IEPs in Regular Assessment with No Accommodations	2200	1900	1749	1537	1722	1668	2769	13545
c.	IEPs in Regular Assessment with Accommodations	4632	5339	5618	5903	5619	5587	3592	36290
d.	IEPs in Alternate Assessment against Grade-level Standards	Maryland did not have an alternate assessment that assessed children against Grade-Level Standards.							
e.	IEPs in Alternate Assessment against Alternate Standards	498	615	542 <sup>3</sup>	601	756	814	795	4621
f.	Overall (b+c+d+e) Participation and Percentage	7330 99.2%	7854 99.4%	7909 99.4%	8041 98.9%	8097 98%	8069 97.2%	7156 99.6%	<b>54456</b> <b>98.8%</b>
Children included in 'a' but not included in the other counts above.									
<b>Non-participants</b>		57	48	49	92	166	231	32	675

<sup>3</sup> FFY 2006 subset results were invalid for one (1) Alt-MSA student in grade 5 resulting in only 541 students with performance results.  
Part B State Performance Plan: 2005-2010  
(OMB NO: 1820-0624 / Expiration Date: 08-31-2009)  
[Use this document for the February 2, 2009 Submission – Revised April 7, 2008]

Statewide Assessment FFY 2006 (2006 – 2007)		Reading Assessment							
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English EoC	Total #
a.	Children with IEPs	7390	7905	7962	8135	8271	8302	6862	54827
b.	IEPs in Regular Assessment with No Accommodations	2148	1848	1711	1544	1732	1731	2442	13156
c.	IEPs in Regular Assessment with Accommodations	4690	5400	5664	5904	5633	5546	3593	36430
d.	IEPs in Alternate Assessment against Grade-level Standards.	Maryland did not have an alternate assessment that assessed children against Grade-Level Standards.							
e.	IEPs in Alternate Assessment against Alternate Standards	498	615	542	601	756	814	795	4621
f.	Overall (b+c+d+e) Participation and Percentage	7336 99.3%	7863 99.5%	7917 99.4%	8049 98.9%	8121 98.2%	8091 97.5%	6830 99.5%	<b>54207 98.9%</b>
Children included in 'a' but not included in the other counts above.									
<b>Non-participants</b>		54	42	45	86	150	211	32	620

# APR Template – Part B (4)

Maryland  
State

**Revised FFY 2006 Indicator 3C – Proficiency Rate** – The revised data submission changed the status of grade 3 reading from MET to NOT MET, though each grade did make progress over the FFY 2005 MSA proficiency data. Progress was made but targets were not met.

Statewide Assessment FFY 2006 (2006 – 2007)		Mathematics Proficiency							
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra EoC	Total #
a.	Children with IEPs	7387	7902	7958	8133	8263	8300	7188	55131
b. & c.	IEPs in Regular Assessment With & Without Accommodations	3629	4424	3637	2762	1857	1539	2047	19895
	See Above	At this time, Maryland did not differentiate the performance levels of children using accommodations from those children not using accommodations.							
d.	IEPs in Alternate Assessment against Grade-level Standards	Maryland did not have an alternate assessment that assessed children against grade-level standards.							
e.	IEPs in Alternate Assessment against Alternate Standards	400	495	443	491	619	657	624	3729
f.	Overall (b+c+d+e) Proficiency %	54.97%	62.63%	51.59%	40.46%	30.58%	27.22%	37.33%	43.38%

Statewide Assessment FFY 2006 (2006 – 2007)		Reading Proficiency							
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English EoC	Total #
a.	Children with IEPs	7390	7905	7962	8135	8271	8302	6862	54827
b. & c.	IEPs in Regular Assessment With & Without Accommodations	4185	4807	3743	3305	2368	2193	1873	22474
	See Above	Maryland did not differentiate the performance levels of children using accommodations from those children not using accommodations.							
d.	IEPs in Alternate Assessment against Grade-level Standards	Maryland did not have an alternate assessment that assessed children against grade-level standards.							
e.	IEPs in Alternate Assessment against Alternate Standards	400	483	447	490	627	657	619	3723
f.	Overall (b+c+d+e) Proficiency %	62.50%	67.30%	52.97%	47.1%	36.8%	35.22%	36.49%	48.34%

**Actual Data for FFY 2007:**

On Thursday, January 8, 2009, during the OSEP SPP TA Conference Call, participants were informed that “EDFacts States” were not required to attach a copy of Table 6 with the APR. Maryland is an EDFacts State. It is our understanding that EDFacts files do not include:

- Number of students included within the NCLB 1% Cap; and
- Number of students included within the NCLB 2% Cap.

The MSDE Division of Accountability and Assessment (DAA) collects Statewide assessment data for the Department, including assessment data for students with disabilities. The DAA data collection did not include reasons for nonparticipants in their 2007-2008 assessment data collection. The Division of Accountability and Assessment plans to revise the N004 EDFacts file to include reasons for nonparticipants and collect that data in the 2008-2009 assessment data collection. To ensure required Section 618 data submissions are timely and accurate, Maryland is submitting a copy of Table 6. The attached Table 6 includes:

- Reasons for nonparticipants;
- Number of students within the NCLB 1% cap; and
- Number of students within the NCLB 2% cap.

**3A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.**

**38% (9 of 24 local school systems) Target Met**

<b>3A. 38% or 9 out of 24 local school systems met AYP objectives for progress for students with disabilities during 2007-2008.</b>			
For all students, including students with disabilities, all of Maryland’s 24 local school systems met the minimum “N” subgroup size of $\geq 5$ .			
<b>Fiscal Year</b>	<b>Met AYP for Students With Disabilities in Mathematics</b>	<b>Met AYP for Students With Disabilities In Reading</b>	<b>Met AYP for Students With Disabilities in Both Mathematics &amp; Reading</b>
<b>2007-2008</b>	11 of 24 districts 46%	11 of 24 districts 46%	9 of 24 districts 38%
<b>2006-2007</b>	12 of 24 districts 50%	9 of 24 districts 38%	9 of 24 districts 38%
<b>2005-2006</b>	14 of 24 districts 58%	5 of 24 districts 21%	5 of 24 districts 21%
<b>2004-2005</b>	9 of 24 districts 38%	10 of 24 districts 42%	7 of 24 districts 29%

**3B. Participation – 98.7% TARGET MET**

The FFY 2007 participation rate was > 95% for each assessed grade, in each content area. The rate of participation for both mathematics and reading exceeded the State target at 98.7%. Below are FFY 2007 data tables for mathematics and reading participation.

Statewide Assessment 2007– 2008		Mathematics Assessment							Total #
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra EoC	
a.	Children with IEPs	7067	7771	7941	7653	8038	8003	5694	52167
b.	IEPs in Regular Assessment with No Accommodations	1691	1531	1278	966	970	904	1816	9156
c.	IEPs in Regular Assessment with Accommodations	4847	5650	5951	6003	6274	6059	2706	37490
d.	IEPs in Alternate Assessment against Grade-level Standards	At this time Maryland does not have an alternate assessment that assesses children against grade-level standards for Grades 3-8.						361	361
e.	IEPs in Alternate Assessment against Alternate Standards	467	537	642	590	644	789	825	4494
f.	Overall (b+c+d+e) Participation and Percentage	7005 99.1%	7718 99.3%	7871 99.1%	7559 98.8%	7888 98.1%	7788 97.3%	5663 99.5%	<b>98.7%</b>
Children included in 'a' but not included in the other counts above.									
<b>Non-participants</b>		62	53	70	94	150	215	31	675

Statewide Assessment 2007 – 2008		Reading Assessment <sup>4</sup>							Total #
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English EoC	
a.	Children with IEPs	7067	7767	7942	7644	8034	7996	5609	52059
b.	IEPs in Regular Assessment with No Accommodations	1642	1495	1260	1050	1122	1055	1804	9428
c.	IEPs in Regular Assessment with Accommodations	4895	5688	5976	5915	6115	5944	2587	37120
d.	IEPs in Alternate Assessment against Grade level Standards.	At this time Maryland does not have an alternate assessment that assesses children against grade-level standards for Grades 3-8.						362	362
e.	IEPs in Alternate Assessment against Alternate Standards	467	536	642	590	644	789	825	4493
f.	Overall (b+c+d+e) Participation and Percentage	7004 99.1%	7719 99.4%	7878 99.2%	7555 98.8%	7881 98.1%	7788 97.4%	5578 99.4%	<b>98.7%</b>
Children included in 'a' but not included in the other counts above.									
<b>Non-participants</b>		63	48	64	89	153	208	31	656

<sup>4</sup> Subtest results were invalid for four (4) grade 5 students and one (1) grade 7 student. There were six (6) LEP exempt students, including three (3) grade 4 students and three (3) grade 5 students.

**Actual FFY 2007 Data 3C – Proficiency Rate**

Maryland met the target for the special education subgroup in Grade 3 Reading and Grade 10 Algebra/Data Analysis. Progress was made in other performance areas but targets were not met. The Maryland targets for performance for students with disabilities on statewide assessments are the same for all students and student subgroups. Therefore, there are no anticipated changes in Annual Measurable Objectives, Adequate Yearly Progress guidelines, or standards for participation rates. The table below includes Ca, Cb, Cc, Cd, Ce, and Overall Percentage for Proficiency (Cf)

**OVERALL NUMBERS and PERCENTAGES FOR FFY 2007 (2007-2008)**

Statewide Assessment FFY 2007 2007 – 2008		Mathematics Proficiency							Total #
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra EoC	
a	Children with IEPs	7067	7771	7941	7653	8038	8003	5694	52167
b & c	IEPs in Regular Assessment With & Without Accommodations	3853	4724	3613	2885	2276	1668	2075	21094
	See Above	Maryland does not disaggregate performance levels of children using accommodations from those children not using accommodations							
d	IEPs in Alternate Assessment against Grade-level Standards	At this time Maryland does not have an alternate assessment that assesses children against grade-level standards for Grades 3-8.						56	56
e	IEPs in Alternate Assessment against Alternate Standards	406	471	558	521	556	694	713	3919
f	Overall (b+c+d+e) Proficiency Percentage	60.27%	66.85%	52.52%	44.51%	35.23%	29.51%	49.95%	<b>48.06%</b>

Statewide Assessment FFY 2007 2007 – 2008		Reading Proficiency							Total #
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English EoC	
a	Children with IEPs	7067	7767	7942	7644	8034	7996	5609	52059
b & c	IEPs in Regular Assessment With & Without Accommodations	4054	5139	4795	3399	3414	2401	1804	25006
	See Above	Maryland does not disaggregate performance levels of children using accommodations from those children not using accommodations							
d	IEPs in Alternate Assessment against Grade-level Standards	At this time Maryland does not have an alternate assessment that assesses children against grade-level standards for Grades 3-8.						72	72
e	IEPs in Alternate Assessment against Alternate Standards	418	471	567	518	561	702	699	3936
f	Overall (b+c+d+e) Proficiency Percentage	63.33%	72.23%	67.51%	51.24%	49.48%	38.81%	45.91%	<b>55.73%</b>

FFY 2004 through FFY 2007  
Proficiency Percentages

Grade Level	Mathematics					Reading				
	Baseline FFY 2004	FFY 2005	FFY 2006	Target FFY 2007	Actual Data FFY 2007	Baseline FFY 2004	FFY 2005	FFY 2006	Target FFY 2007	Actual Data FFY 2007
3	51.2	53.0	54.97	71.31	60.27 <sup>5</sup> ↑	52.7	57.5	54.97	62.27	63.33↑
4	48.8	54.9	62.63	71.14	66.85↑	57.1	58.5	62.63	76.90	72.23↑
5	38.8	41.9	51.59	64.76	52.52↑	46.6	48.9	51.59	71.36	67.51↑
6	25.7	30.9	40.46	58.72	44.51↑	36.1	36.9	40.46	73.00	51.24↑
7	22.6	26.6	30.58	56.98	35.23↑	32.2	36.3	30.58	71.50	49.48↑
8	21.7	23.3	27.22	55.82	29.51↑	31.3	30.8	27.22	68.91	38.81↑
Grade 10/EOC	23.4 Algebra/ Data Analysis	31.0	37.33	38.60	49.95↑	22.3 English	26.1	37.33	59.00	45.91↑

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing.

**Indicator 3A** - Maryland met its target for Indicator 3A. The target for Indicator 3A is to increase the number of local school systems making AYP from a baseline of 29% (or 7 of 24 local school systems) for FFY 2007. Results showed that 38% of local school systems (9 of 24) met AYP in special education for both reading and math for the special education subgroup. This is consistent with FFY 2006 progress with 9 systems making AYP for both reading and math. Eleven out of 24 local school systems (46%) made AYP for special education in mathematics. Eleven out of 24 local school systems (46%) met AYP in reading, an increase of two local school systems from 9 local school systems in FFY 2006. Although each content area indicates 11 out of 24 local school systems, the local school systems making AYP in each content area were not necessarily the same local school systems. Thus, for meeting AYP in both reading and mathematics, local school systems MET the overall AYP for the special education subgroup. This is especially commendable since the “n” size for student accountability in Maryland is 5 or more students with disabilities.

**Indicator 3B** – The participation of the special education subgroup in Statewide assessments continues to exceed the 95% target for all tested grade levels – grade 3 through 8 and grade 10/end-of-course assessments. All Maryland students with disabilities participated in either the Maryland School Assessment (MSA), the Alternate MSA (Alt-MSA), or the modified High School Assessment (Mod-HSA) except for a limited number of nonparticipants. Maryland does not administer out of grade level assessments. There is now a Modified High School Assessment at grade 10 for English and Algebra/Data Analysis. There is also an appeals process for a modified-MSA (Mod-MSA) and modified-HSA (Mod-HSA). The appeals process allows for adjustments to school level performance for a designated group of schools and does not change individual student performance levels.

**Indicator 3C** – The proficiency rates, although showing progress at every grade level for the special education subgroup in reading and mathematics across all assessed grades, children with IEPs did not make sufficient progress to meet each of Maryland’s targets. Maryland’s special education

<sup>5</sup> ↑ Arrows indicate growth over the baseline year’s performance by grade level for students with disabilities. The table compares three years of proficiency data. Proficiency includes those students with IEPs performing at the proficient and advanced levels combined.

## APR Template – Part B (4)

Maryland  
State

subgroup met the Grade 3 reading and the Grade 10 High School EoC algebra/data analysis target. Also, the special education subgroup continues to make greater rates of growth in all assessed grades in reading and mathematics when compared with the rates of growth for the performance of general education students. The table above displays the overall percentages of children with IEPs that achieved proficient/advanced, by grade levels and by content areas, from FFY 2004 through FFY 2007.

In FFY 2007, Maryland again showed an increase in the proficient/advanced levels for the Alt-MSA test takers when compared to last year's Alt-MSA results. In mathematics, 190 additional students scored proficient, while in reading, 213 additional Alt-MSA test takers reached proficiency. This may be attributed to the improved understanding and additional technical assistance provided by the State to local school systems on how to use the increasingly rigorous scoring rubric and the revised Maryland Accommodations Manual. Professional development materials were developed to explain and illustrate errors in artifact submission resulting in condition codes. All professional development was provided to Alt-MSA Facilitators and nonpublic school representatives, who in turn disseminated the professional development sessions to test examiners in local school systems and nonpublic schools through turn-around training sessions. Although there has not been slippage when performance is compared to baseline results by grade level in reading or mathematics for the special education subgroup, increased efforts will be made to improve student performance.

### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

Improvement Activities	Timelines	Resources	Justification
Participate in MSDE review of LSS BTE Annual Master Plan Updates to review objectives and activities designed to improve the performance of students with disabilities that will lead to achieving AMO, AYP and established targets.	September 2005 through February 2012  <b>REVISED</b>	DSE/EIS staff DSFSSS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Collect data on students with disabilities with accommodations.	July 1, 2005 through February. 2012  <b>REVISED</b>	DAA staff Local Accountability Coordinators	Revised timeline to reflect the remaining years of the SPP.
Complete Mod-MSA appeals and Mod-HSA appeals process.  <b>REVISED</b>	July 1, 2005 through February 2012  <b>REVISED</b>	DSE/EIS staff Consultants	Revise improvement activity to include Mod- HSA appeals activity In FFY 2007 Maryland was granted special permission by OSEP for the appeal process.  Revised timeline to reflect to reflect the remaining years of the SPP.

# APR Template – Part B (4)

Improvement Activities	Timelines	Resources	Justification
Advise LSS and Special Placement Schools of actions taken by the State Board of Education and Department relative to Statewide Assessments.	August 2005 through February 2012  <b>REVISED</b>	DSE/EIS staff DAA staff Office of Academic Policy State Board of Education	Revised timeline to reflect to reflect the remaining years of the SPP.
Provide professional development modules regarding IDEA 2004 changes.  <b>DELETED</b>	July 2005 through February 2012	DSE/EIS staff Division of Instruction (DI) staff Johns Hopkins University, Center of Technology and Education (JHU-CTE)	The improvement activity is not relevant to Indicator 3.
Provide professional development modules to local school systems (LSSs) and public agencies (PA) on instructional strategies, instructional delivery models, and the Voluntary State Curriculum.  <b>REVISED</b>	July, 2005 through February 2012  <b>REVISED</b>	DSE/EIS staff DI staff JHU-CTE	Revised to accurately reflect topics for module development; and  Revised timeline to reflect the remaining years of the SPP.
Collaborate with general and special educators at the State, local and school levels, and participate in Reading First activities.  <b>DELETED</b>	July 2005 – June 30, 2006 and ongoing	DSE/EIS staff DI staff JHU-CTE	Duplicative activity. Reading First activities fit the overall instructional practices and improvements activity above.
Provide technical assistance to local school systems regarding the instruction and achievement of the special education subgroup. Awarding achievement grants that support evidence-based practices and support local school system outreach on funded discretionary grants to accelerate performance.  <b>REVISED</b>	September through February 2012  <b>REVISED</b>	DSE/EIS staff DI staff	Revised to include technical assistance to local school systems and public agencies related to instruction, grant opportunities and sharing data outcomes; and  Revised timeline to reflect the remaining years of the SPP.

# APR Template – Part B (4)

Improvement Activities	Timelines	Resources	Justification
<p>Expand the web-based statewide IEP system currently being used to increase development of quality IEP goals and objectives based on the student's present levels of academic performance, and aligned with the VSC indicators.</p> <p><b>REVISED</b></p>	<p>July 2005 through February 2012</p> <p><b>REVISED</b></p>	<p>DSE/EIS staff LSS/PA Nonpublic Schools JHU-CTE</p>	<p>Revised to accurately reflect the current scope of work of the web-based Statewide IEP. This is no longer a pilot. The system is annually refined.</p> <p>Revised the timeline to reflect the remaining years of the SPP.</p>
<p>Develop and disseminate "A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities."</p> <p><b>REVISED</b></p>	<p>September 2005 through February 2012</p> <p><b>REVISED</b></p>	<p>DAA staff DSE/EIS staff Local Accountability Coordinators</p>	<p>Revised to annually review and revise "A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities" and continue to disseminate to local school systems, public agencies, and nonpublic schools; and</p> <p>Revised the timelines to reflect the remaining years of the SPP.</p>
<p>To enhance the www.md.k12 website with information and resources regarding children and youth with IEPs.</p> <p><b>REVISED</b></p>	<p>July 2005 – through February 2012</p> <p><b>REVISED</b></p>	<p>DSE/EIS staff</p>	<p>Revised to accurately reflect support for teachers, administrators, families and the public.</p> <p>Revised the timeline to reflect the remaining years of the SPP.</p>
<p>Develop and disseminate Technical Assistance Bulletins as needed</p> <p><b>DELETED</b></p>	<p>July 2005 – June 2006 and ongoing</p>	<p>DSE/EIS staff</p>	<p>Repetitive, incorporated in other information sharing activities.</p>
<p>Participate in national and State research and policy organizations to ensure current information on what is working to improve performance for children with IEPs.</p> <p><b>REVISED</b></p>	<p>October 2005 through February 2012</p> <p><b>REVISED</b></p>	<p>Member of: Statewide Technology Advisory Council and National Center for Innovation &amp; Improvement's Advisory Board</p>	<p>Revised to indicate MSDE continues to access technical assistance from OSEP, state research and policy organizations.</p> <p>Revised the timeline to reflect the remaining years of the SPP.</p>

# APR Template – Part B (4)

Improvement Activities	Timelines	Resources	Justification
Participate in the national NCLB/IDEA Partnership to facilitate development of Title I and Special Education initiatives to accelerate student subgroup performance, including those with disabilities and FARMs.	July 2005- through February 2012  <b>REVISED</b>	DSE/EIS staff DSFSSS staff (Title I)	Revised the timeline to reflect the remaining years of the SPP.
Develop and disseminate a review of 5 elementary schools that serve diverse student populations and have shown significant progress in achievement for all students, including those with disabilities. To be known as the “Getting Results” document.  <b>COMPLETED</b>	July 2005 through January 2007	DSE/EIS staff Selected principals from LSS	Document developed and disseminated to local school systems and public agencies.  Document presented at ASCD January 2007.
Create revised Alt-MSA Handbook and Condition Code Packet. Provide technical assistance to local school systems and nonpublic schools.  <b>REVISED</b>	June 2005 through February 2012	DSE/EIS staff	Revised to annually review and revise the Alt-MSA Handbook and Condition Code Packet and continue to share with local school systems.
Develop a Mod-HSA assessment.	June 2006 through February 2012  <b>REVISED</b>	DSE/EIS staff DAA staff	Revised the timeline to reflect the remaining years of the SPP.
Continue the development of the <a href="http://www.md.k12">www.md.k12</a> website.  <b>DELETED</b>	June 2005 – June 2006 and ongoing	DSE/EIS staff	Deleted- duplicative of previous activities
MSDE will continue to review/revise the <a href="http://www.mdreportcard.org">www.mdreportcard.org</a> for reporting assessment and other local school system data to enhance readability.  <b>REVISED</b>	June 2006 through February 2012  <b>REVISED</b>	DSE/EIS staff DAA staff	Revised to annually review and revise the site; and  Revised the timeline to reflect the remaining years of the SPP.

**APR Template – Part B (4)**

Improvement Activities	Timelines	Resources	Justification
<p>Annually award AYP discretionary grants that support promising practices to accelerate the performance of students with disabilities at the high school level to increase the number of students with disabilities that pass Maryland’s High School Assessments.</p> <p><b>DELETED</b></p>	<p>July 2006 and annually thereafter</p>	<p>DSE/EIS staff DAA staff</p>	<p>Deleted- duplicative of previous activities</p>
<p>Promote the ongoing use of State-developed on-line High School Assessment (HSA) courses to support special education students in passing the algebra/data analysis, English 10, government, and biology end-of-course exams.</p>	<p>May 2006 through February 2012</p> <p><b>REVISED</b></p>	<p>DSE/EIS staff DAA staff</p> <p><b>REVISED</b></p>	<p>Revised the timeline to reflect the remaining years of the SPP; and</p> <p>Revised resources to reflect partners.</p>
<p>MSDE will annually review and revise the SPP public website <a href="http://www.mdideareport.org">www.mdideareport.org</a> as required by IDEA. Indicator 3 information includes Statewide performance and participation by grade level and content area for each local school system.</p> <p><b>REVISED</b></p>	<p>May 2007 through February 2012</p> <p><b>REVISED</b></p>	<p>DSE/EIS staff JHU-CTE</p>	<p>Revised to reflect annual review and refinement of the site; and</p> <p>Revised the timeline to reflect the remaining years of the SPP.</p>
<p>MSDE will provide further guidance to school systems on Maryland’s “Tiered Instructional Approach to Support Achievement for All Students - Maryland’s Response to Intervention Framework.”</p> <p><b>NEW</b></p>	<p>September 2007 through February 2012</p>	<p>DSE/EIS staff DSFSSS staff MSRRC DOI LSS NCLB/IDEA Partnership Initiative</p>	<p>To support local school systems and public agencies in the implementation of Maryland’s “Tiered Instructional Approach to Support Achievement for All Students - Maryland’s Response to Intervention Framework”</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year;

**Measurement:**

Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	A. No more than four (4) or 16.67% of the local school systems will show a significant discrepancy in the rates of suspensions and expulsions greater than 10 days for all students with disabilities compared with all non-disabled students.

**Actual Target Data for FFY 2007: Three (3) of 24 local school systems (12.5%) – Exceeds Target**

Maryland identifies local school systems with significant discrepancy by comparing the percentage of students with disabilities suspended to the percentage of students without disabilities suspended. If the percentage of suspensions among students with disabilities is twice that of the percentage of suspensions among students without disabilities the local school system is identified as significantly discrepant. However, the local school system is not identified as significantly discrepant if there are less than 20 students with disabilities in the suspension category. Please refer to attached Table 5.

**Single Suspensions of Greater than 10 days:**

Two of 24 local school systems (8.3%)

**Multiple Suspensions Summing to Greater than 10 Days:**

Three of 24 local school systems (12.5%)

## APR Template – Part B (4)

Maryland  
State

Below are tables that display Maryland's data of the number of local school systems identified as significantly discrepant for suspension/expulsion of students with disabilities compared to nondisabled students for the last three federal fiscal years:

Number and Percent of Local School Systems with Significant Discrepancies							
	FFY 2007 (2007-2008)		FFY 2006 (2006-2007)		FFY 2005 (2005-2006)		
	#	%	#	%	#	%	
Single Suspension of Greater than 10 Days	2	8.3%	2	8.3%	2	8.3%	
Multiple Suspension Summing to Greater than 10 Days	3	12.5%	3	12.5%	9	37.5%	

Local School Systems Identified as Significantly Discrepant in the Rate of Suspensions and Expulsions for Greater than 10 Days								
Local School Systems	Type of Suspension Event – Single or Multiple(M) <sup>6</sup>	FFY 2007 2007-2008		FFY 2006 2006-2007		FFY 2005 2005-2006		Trend
		# Students	Ratio	# Students	Ratio	# Students	Ratio	
# 1	S	54	2.0	45	1.57	83	2.0	Flat
# 1	M	80	2.66	92	3.14	154	3.86	Decreasing
# 2	S	107	2.86	60	1.73	80	1.86	Increasing
# 2	M	150	3.88	119	2.46	157	2.70	Increasing
# 3	M	22	2.22	21	2.25	41	3.23	Decreasing

The local school systems in the tables above include all local school systems identified significantly discrepant for suspension of students with disabilities compared to nondisabled students. Three local school systems were identified as significantly discrepant in multiple suspensions summing to greater than 10 days. Two of these three local school systems were identified as significantly discrepant in single suspensions of greater than 10 days.

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007:

MSDE completed all activities with the exception of those marked annually or ongoing.

In FFY 2007, two local school systems (8.3%) were identified as significantly discrepant for single suspensions of greater than 10 days. Both local school systems had been identified as significantly discrepant for single suspensions of greater than 10 days in FFY 2005 and both local school systems experienced a decrease in single suspensions of greater than 10 days in FFY 2006.

In FFY 2007, three (3) local school systems (12.5%) were identified as significantly discrepant for multiple suspensions summing to greater than 10 days. The same three local school systems had been identified as significantly discrepant in FFY 2005 and FFY 2006. Statewide, there has been an overall decrease from nine (9) local school systems (37.5%) identified as significantly discrepant in the rate of multiple suspensions in FFY 2005 to three (3) local school systems in FFY 2007. Two local school systems continue to reduce the number and the ratio of multiple suspensions of students

<sup>6</sup> S = Single Suspension of Greater than 10 Days. M = Multiple Suspensions Summing to Greater than 10 Days.  
Part B State Performance Plan: 2005-2010  
(OMB NO: 1820-0624 / Expiration Date: 08-31-2009)  
[Use this document for the February 2, 2009 Submission – Revised April 7, 2008]

with disabilities as compared to nondisabled peers. In one local school system the ratio of students with disabilities suspended compared to nondisabled students suspended declined from 3.86 (154) to 2.66 (80). Likewise, a second local school system has shown a steady decline in the ratio of students with disabilities suspended compared to nondisabled students from a ratio of 3.23 (41) to 2.22 (22). One local school system has an increase in the suspension of students with disabilities compared to nondisabled students from a ratio of 2.70 (157) in FFY 2005 to 3.88 (150) in FFY 2007.

A review of suspension data between FFY 2005, 2006, and 2007 shows a continuing reduction in the rate and number of local school systems identified as significantly discrepant due to multiple suspensions summing to greater than 10 days of students with disabilities compared to nondisabled students. The number of local school systems with single suspensions of greater than 10 days for students with disabilities compared to nondisabled students has remained constant with two (2) local school systems representing 8.3% of the local school systems in the State.

The following are examples of activities that had a measurable impact on reducing discrepancies in the rate of the suspension and expulsion of students with disabilities:

- Professional development trainings in Positive Behavioral Interventions and Supports (PBIS), cultural competency, social skills, group and individual student support systems, behavior intervention plans, and differentiated instruction were provided to local school system personnel by nationally recognized experts, and State and local specialists.
- Supporting the expansion of PBIS in local school systems and in 19 nonpublic schools serving students with disabilities. There are over 500 PBIS schools in Maryland.
- Funding and monitoring the impact of Part B IDEA discretionary grants targeted to reducing the suspension of students with disabilities.
- Providing materials developed by the National Center for Culturally Responsive Education Systems (NCCRESt) and the National Institute for Urban School Improvement (NIUSI) to 24 local school systems to assist them in their review and revision of policies, procedures, and practices.
- Providing 24 local school systems a comprehensive document entitled "*Maryland Special Education Disproportionality Report 2006-2007*" that included disaggregated suspension/expulsion data for its local school system.
- Providing technical assistance to local school systems regarding disaggregation of data, data analysis at the classroom, school, and system level, monitoring suspension data, and decision-making and improvement planning.
- Providing technical assistance workshops at the Division's Annual Leadership Conference October 11-12, 2007 to local school systems and stakeholders, in order to share information and discuss strategies that have effectively addressed suspension.

All activities, listed above, will continue in response to the positive result of an overall decrease in the number and percentage of students with disabilities suspended for more than 10 days in local school systems.

As part of the local application for federal Part B funds, each local school system completes a Self-Assessment of Public Agency Performance on IDEA, Part B Indicators. The Self Assessments are reviewed by monitoring specialists in the Division's Special Education Administration and Quality Assurance Branch, and are considered in the grant approval process. If a local school system, based on a review of its data, policies, procedures, and practices, demonstrates a significant discrepancy, the local school system is required to develop and implement actions to reduce discrepancies in the suspension and expulsion of students with disabilities.

Of the local school systems identified as significantly discrepant for suspension of students with disabilities, one school system has not yet demonstrated a reduction in suspension of students with disabilities compared to nondisabled students. MSDE increased its oversight for monitoring and technical assistance to assist that local school system in reducing its discrepancies and to ensure that student specific or systemic noncompliance with regards to the discipline of students with disabilities is corrected as soon as possible, but in no case later than one year. The increased oversight includes:

- Direct involvement with the local school system in the development and verification of corrective actions;
- Increased collection, analysis and submission of suspension data to MSDE on a monthly basis;
- Intensive technical assistance to the local school system including the review of local policies, procedures and practices for compliance with the IDEA and COMAR regulations for disciplinary removal of students with disabilities;
- Correction of student specific and systemic noncompliance, as appropriate;
- Monthly meetings with local school system personnel directly involved in the implementation of corrective action strategies and activities to monitor progress toward correction of noncompliance;
- Assignment of an onsite program monitoring consultant to provide direct supervision and guidance for the areas of identified noncompliance;
- Increased frequency of MSDE onsite monitoring of educational records for students with disabilities who have been suspended for greater than 10 days;

**Technical Assistance Sources from which the State Received Assistance and What Actions the State took as a Result of that Technical Assistance:**

Maryland disseminated materials developed by NCCRESt and National Institute for Urban School Improvement (NIUSI) to all local school systems to assist them in their review and revision policies, procedures, and practices, if appropriate. Additional materials were disseminated during onsite fiscal and program monitoring visits. At the Division's Annual Leadership Conference, October 11-12, 2007, specific sessions were conducted to provide resources and information on discipline, positive behavior interventions and supports, and alternatives to suspension.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008: Not Applicable**

**Part B State Annual Performance Report (APR) for FFY 2007  
Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
<p><b>FFY 2007 (2007-2008)</b></p> <p><b>REVISED</b></p> <p><b>2/1/07</b></p>	<ul style="list-style-type: none"> <li>A. 60.61% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day.</li> <li>B. 16.36% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day.</li> <li>C. 7.17% of students with disabilities, ages 6-21, are served in public or private separate schools, residential placements, or homebound or hospital placements.</li> </ul>

**Actual Target Data for FFY 2007:**

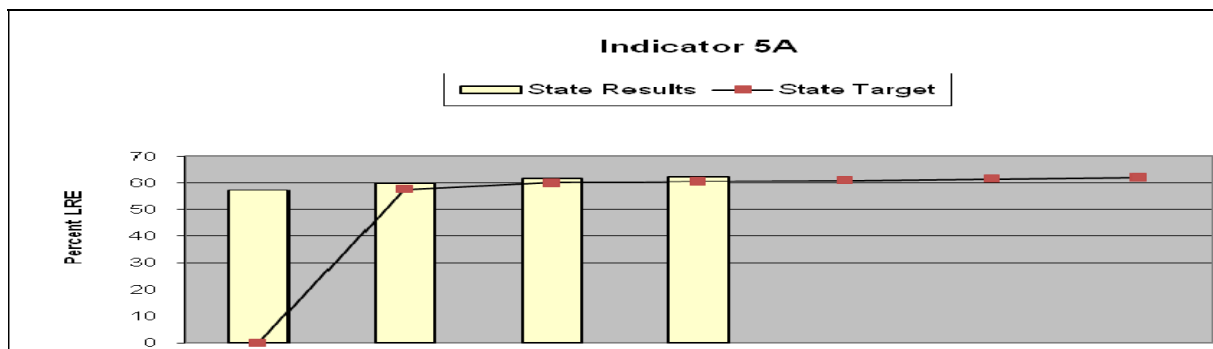
The least restrictive environment (LRE) data for this APR is based on Maryland’s annual child count collected the last Friday in October and reported in the *2007 Maryland Special Education/ Early Intervention Services Census Data and Related Tables* document. The document is posted on the MSDE website under the Division of Accountability and Assessment, Staff and Student Publications.

The Division reports to the public on LRE indicator progress and/or slippage in meeting the State’s targets for Maryland and each local school system on <http://mdideareport.org/>. In a letter dated July 2, 2007, OSEP informed the MSDE that the State has satisfied Special Conditions related to LRE. MSDE continues to monitor LRE closely. The OSEP table, attached to Maryland’s FFY 2006 APR letter (June 6, 2008) stated that OSEP appreciated the State’s efforts to improve LRE performance.

Since no specific suggestions for future reporting were made, this report will continue to document progress and/or slippage on the required measurement and on Maryland’s improvement activities.

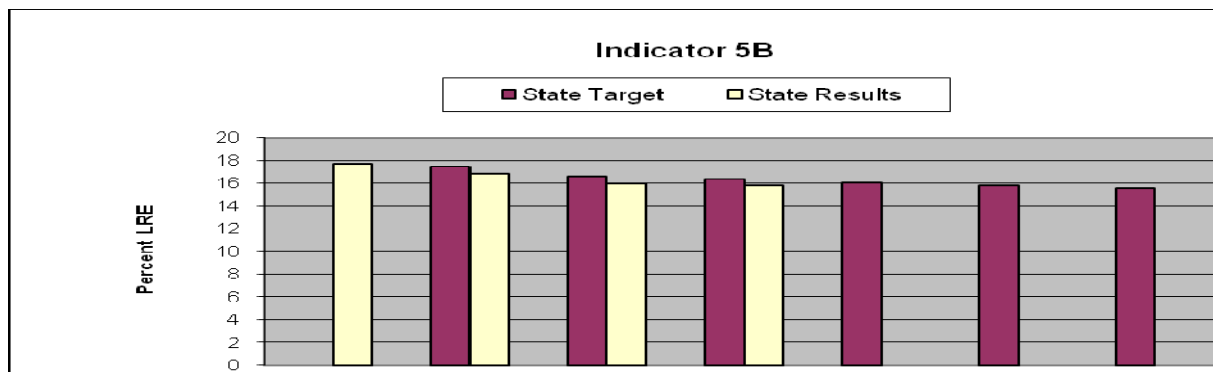
**LRE in Maryland:** The IEP team LRE decision-making process begins with the premise that the first placement option for each student with a disability is the regular classroom, in the school where the student would attend if not disabled, with or without supplementary aids and services. This option must be ruled out before more restrictive options can be considered for the student. The MSDE web-based Statewide IEP and the accompanying “Maryland Statewide IEP Process Guide” support this decision-making process. MSDE ensures a free appropriate public education in the LRE through its system of general supervision and processes such as desk audits, self-assessment, and monitoring.

**5A** – The table represents the percent of student’s with IEPs, aged 6-21, removed from regular class less than 21% of the day in FFY 2007. Data for Indicator 5A are generated from MSDE’s 618 Tables and reported in “2007 Maryland Special Education/ Early Intervention Services Census Data and Related Tables.” **The State’s Indicator 5A target was met.**



APR 5A	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	57.75	60.11	60.61	61.11	61.61	62.11
State Results	57.25	59.90	61.64	62.35			

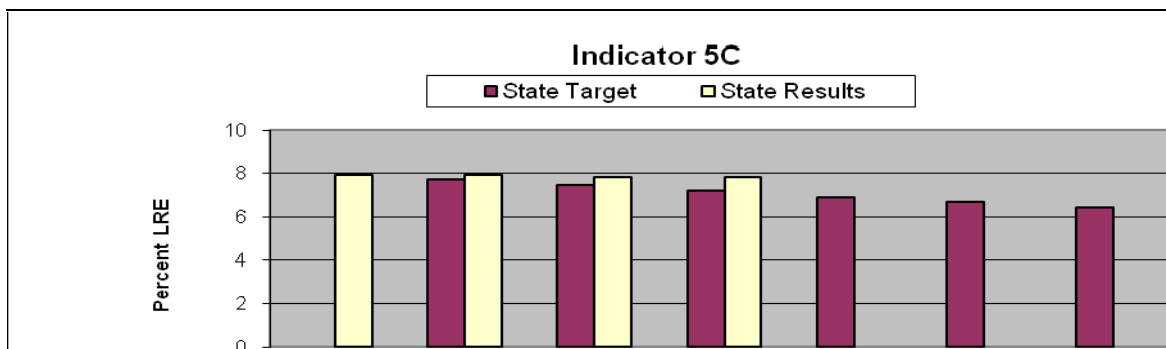
**5B** – The table represents the percent of student’s with IEPs, aged 6-21, removed from regular class greater than 60% of the day. **The State’s Indicator 5B target was met.**



APR 5B	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	17.47	16.61	16.36	16.11	15.86	15.61
State Results	17.72	16.86	16.21	15.82			

5C - The table represents the percent of student’s with IEPs, aged 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

The State’s Indicator 5C target was not met.



APR 5C	2004	2005	2006	2007	2008	2009	2010
State Target	Baseline	7.67	7.42	7.17	6.92	6.67	6.42
State Results	7.92	7.89	7.90	7.80			

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing.

Based on the analysis of APR State reported LRE results prepared by the National Institute for Urban School Improvement (NIUSI), MSDE’s Indicator 5A data is 4.58% above the national average for the percent of student’s with IEPs served inside regular classes. NIUSI’s analysis also showed Maryland’s public agencies are serving 2.24% fewer students than the national average for Indicator 5B. Indicator 5C data demonstrates that 7.80% of students with IEPs in Maryland are served in separate facilities and is 3.74% above NIUSI’s reported average. NIUSI’s analysis stated that less than half of the states and territories met 5C targets, with thirteen showing slippage. Although Maryland has not met its Indicator 5C targets for three consecutive years, the data did show progress over the previous year and shows a positive trend since 2004 with a reduction of 0.12.

The State’s aggregate LRE data were analyzed at the public agency level to define strengths and concerns relating to LRE. Of Maryland’s five largest school systems (representing 64.03% of students with disabilities in the State) two did not meet the State’s 5A target in FFY 2007 compared to all five in 2004, and three in 2005 and 2006. Of the two that did not meet the State’s target this year, one continues to labor under a court ordered consent decree and is in the fourth year of a corrective action plan in LRE. These same systems were significantly below the State’s Indicator 5B and 5C targets, as well.

A review of monitoring data show there were 41 written, systemic findings of noncompliance with IDEA related requirements pertaining to IEP development, IEP team processes, and implementation resulting in written, systemic corrective action plans. Of the 41 findings, all but three were corrected within timelines. The three remaining corrective actions are attributed to the system under the court ordered consent decree. Through letters of findings from complaint investigations and due process hearings decisions, 147 findings were made that required corrective actions. Of these, 146 were corrected within timelines. All systems with findings receive information about sources of technical assistance, onsite monitoring, and verification of correction. Any system with uncorrected noncompliance receives increased oversight, technical assistance, and progress monitoring. The system under a court ordered consent decree receives extensive onsite oversight, and ongoing progress monitoring by MSDE staff and the court.

MDSE's positive trends in the LRE data are attributable to continued emphasis on SPP improvement activities that place a priority on compliance with LRE requirements, data analysis, Self-Assessment, determination status, public reporting of data, public/private partnerships, implementation of the Statewide Online IEP and professional development. MSDE continues to monitor LRE to ensure placement decisions are based on the needs of each student. Annually, monitoring staff review LRE data with public agency personnel and required written Improvement Plans, if the agency's LRE data are below the State's target. Technical assistance is provided, as appropriate. Presentations at the annual Special Education Leadership Conference emphasized cooperative teaching, progress monitoring, universal teaching materials, and differentiated instruction. Several public agencies showcased practices that have shown promise in both LRE and improved academic performance. Public agencies may seek assistance from the Maryland Coalition for Inclusive Education, a statewide nonprofit dedicated to the inclusion of students with disabilities. In addition, MSDE directs noncompetitive LRE discretionary grant funds to each public agency and provides opportunities for competitive grant funds targeted to inclusion. Looking forward in FFY 2008 (2008 – 2009), two new State initiatives enable districts to apply for grant funds for Supplemental Aids and Services and LRE for students with emotional disturbance.

**Technical Assistance Sources from which the State Received Assistance and What Actions the State took as a Result of that Technical Assistance:**

The MSDE has personnel assigned to each indicator that serve as the technical assistance contact. These staffs pursue websites, published documents, and other materials for promising research-based articles, information, and practices that are related to the assigned indicator. For LRE, the search focuses on practices and compliance with requirements relating to IEP development and providing services in less restrictive environments. The MSDE used the following websites:

- OSEP SPP/APR Calendar and the B5 FAQ and Submission Checklist
- Building the Legacy: IDEA 2004, Part B, NICHCY Training Curriculum, Module 15: LRE Decision Making
- The Center for Applied Special Technology (CAST)
- The Access Center
- The Technical Assistance Community: Least Restrictive Environment (LRE) - Part B
- LRE Community Recommended Website list

The information and technical assistance obtained through these resources assisted the MSDE continued efforts to improve its system of general supervision and identify promising practices in the promotion of LRE, achievement of State targets, and reporting practices.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-2.

**Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	<p>29% of the parents of school-aged children receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>34% of the parents of preschool-aged children receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>

**Actual Target Data for FFY 2007:**

Target	Actual Number	Actual Percentage	Target Status
School Age – 29%	2971	56%	Exceeded Target
Preschool – 34%	550	68%	Exceeded Target

MSDE conducted a census survey of a total of 102,301 parents of children and youth receiving special education services. Of the total number of surveys (102,301), 91,229 were sent to parents of school-aged (6 through 21 years of age) children and youth receiving special education services and 11,072 parents of preschool (3 through 5 years of age) children receiving special education services. Results are based on the surveys returned by 5,305 parents of school-aged children (5.8%) and 810 parents of preschool children (7.3%). Overall 6,115 of 102,301 (6.0%) of all surveys were returned.

The instruments used were “rating scales.” Rating scales are scientifically designed so that when the responses to individual items are appropriately analyzed, the result is a single quantity that can be interpreted as an amount of the “thing” being measured. The questions used on the rating scales were from those recommended by the National Center for Special Education Accountability Monitoring (NCSEAM). Separate rating scales were used for the parents of preschool-aged children and school-aged children. The rating scale for parents of preschool children was revised last year in accordance with recommendations from NCSEAM. Each rating scale had 25 core questions. The rating scale for parents of preschool-aged children also included six demographic questions. The rating scale for parents of school-aged children and youth had seven demographic questions.

Upon the recommendation from NCSEAM, the data was calculated using a Rasch measurement framework. Measurements on the Part B rating scales are minimum measures that meet the standard for school facilitation of parent involvement. Applying this standard, the percent reported is the percent of parents whose responses are at or above 600.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:****Responses from Parents of Preschool-Aged Children Receiving Special Education**

Overall 68% of parents of preschool-aged children reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This is a 36 percentage point increase over FFY 2006 (32%). Responses ranged from 71% to 68%. The overall percentage is also probably slightly higher than the “true” value because one local school system’s respondents are underrepresented. In FFY 2006, respondents from this local school system scored lower on the Indicator, and this was statistically significant.

Almost all of the respondents lived in Maryland (99%). The number of responses provides enough forms for reliable Statewide estimates. Distributions for the other demographics are shown in Figures 1 to 4. These reveal the following:

- The largest percentage of children are age three (43%) and slightly more than three quarters of the children are either age three or age four (79%).
- The age when the largest percentage of children were identified for early intervention or special education is age two (31%). Nearly two thirds (62%) of the children were identified between the ages of two and three.
- Most of the children of the respondents are white (66%) with another 17% being Black or African American.
- The primary exceptionality/disability for nearly half the children is speech or language impairment (47%). This far surpasses the second most frequently cited exceptionality/disability, developmental delay (23%).

Figure 1: Distribution of Respondents by Age of Child

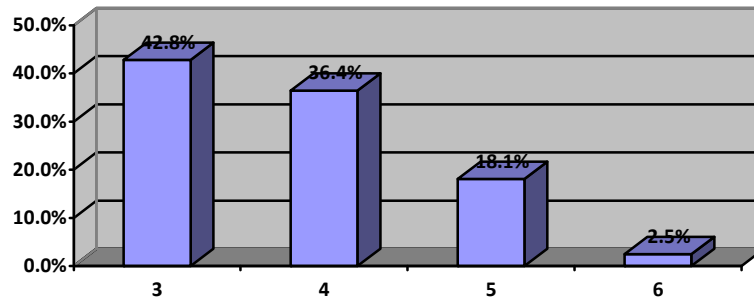


Figure 2: Distribution of Respondents by Age of Child when First Referred to Early Intervention or Special Education

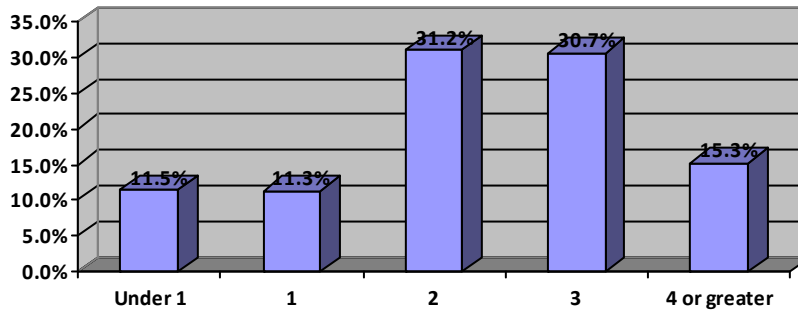


Figure 3: Distribution of Respondents by Race of Child

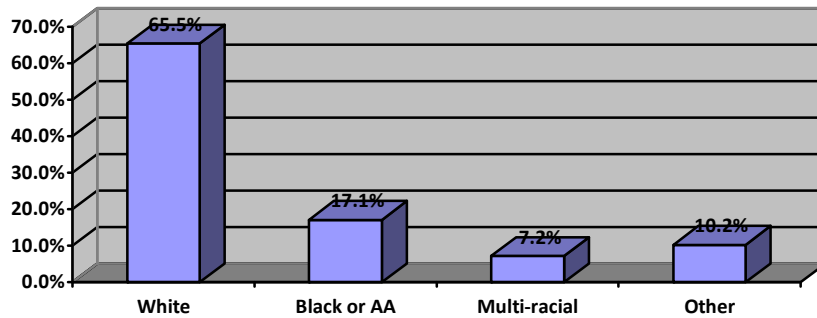
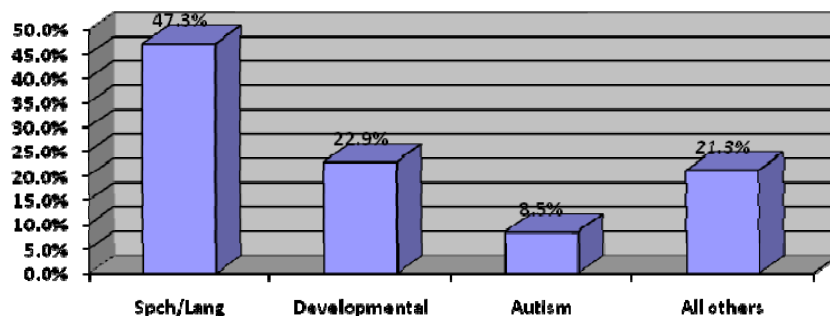


Figure 4: Distribution of Respondents by Child's Primary Exceptionality/Disability



The demographics for age of child, age when first diagnosed and primary exceptionality/disability (Figures 1, 2 and 4) are not that different than what was noted in the prior school year. The percentage of respondents who are Black or African American is less than in the previous school year (17% versus 23%) and likewise the percentage of respondents who are White is higher (66% versus 60%).

#### Responses from Parents of School-Aged Children Receiving Special Education

Overall 56% of parents of school-aged children reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This is 29 percentage points higher than reported in FFY 2006 (27%). Responses range from 55% to 57%. As noted with the preschool population, one local school system is underrepresented in the respondents. When comparing current data with data from the previous school year, parents in this local school system were more negative about their involvement in their child's special education program. Thus, the numbers reported this year indicate a more positive involvement in their child's special education program. The distributions by grade, age of child, and age when first referred for services are fairly comparable with that observed in the previous school year. These data have less Blacks and African Americans responding, which is also related to the low survey response in one local school system.

Basically all of the respondents live in Maryland (0.1% are from outside the State). Distributions for the other demographics are shown in Figures 5 to 9. These reveal:

- Slightly less than half of the children are in grades 1-5 (46%).
- Dividing the ages of the children in three year increments yields almost the same percentage in each group, varying from 21 percent to 29 percent.
- Nearly two-thirds (63%) of the children were identified for early Intervention or special education before age 6.
- Slightly more than two-thirds of the children are White (67%) with another 18% being Black or African American.

The primary exceptionality/disability for nearly half the children is either multiple disabilities (23%) or specific learning disability (23%). The distribution by primary exceptionality/disability is different than that observed in previous years, because a greater percentage of the parents indicated multiple disabilities (23% versus 6%). Clarification regarding checking the appropriate disability identification box was specifically noted in the letter to parents. This clarification appears to have had an impact on obtaining a more reliable number for this survey question.

Figure 5: Distribution of Respondents by Child’s Grade

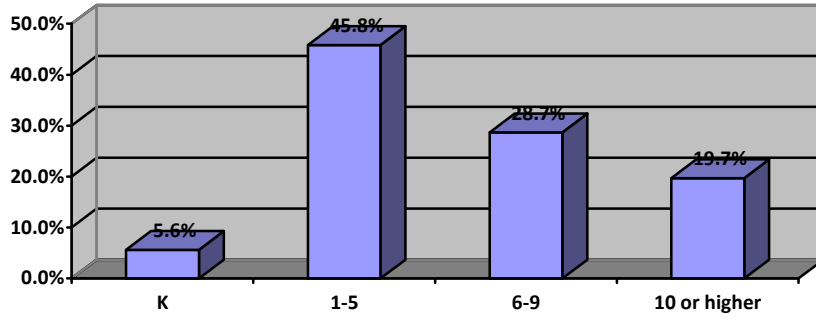


Figure 6: Distribution of Respondents by Age of Child

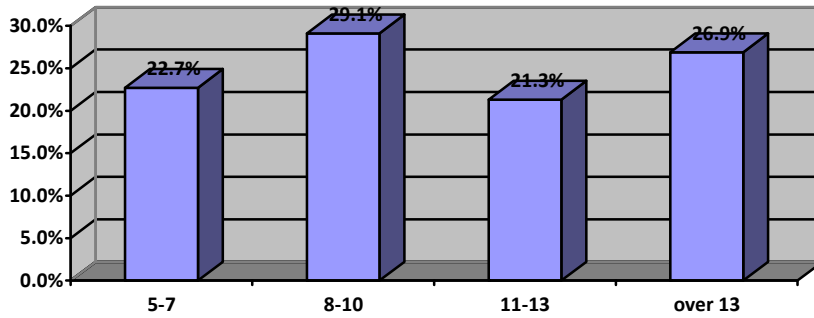


Figure 7: Distribution of Respondents by Age of Child when First Referred to Early Intervention or Special Education

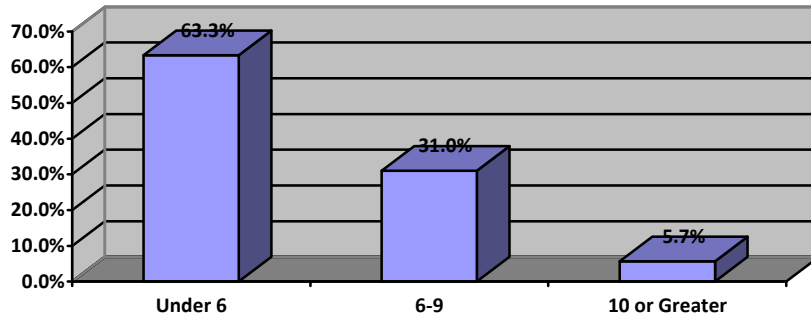


Figure 8: Distribution of Respondents by Race of Child

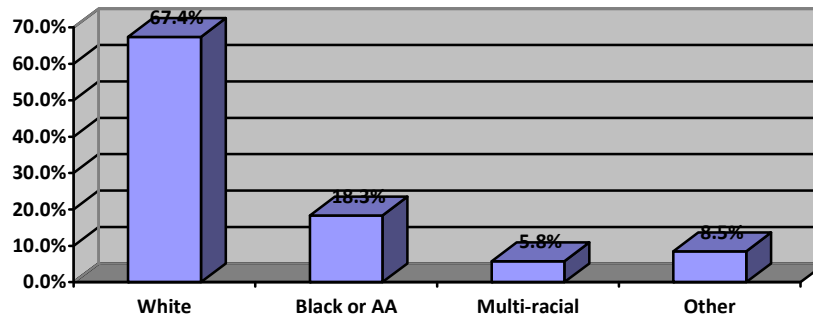
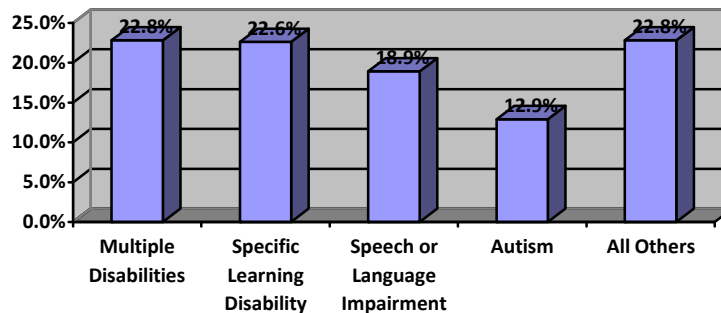


Figure 9: Distribution of Respondents by Child’s Primary Exceptionality/Disability



Improvement Activities

MSDE completed all activities with the exception of those marked annually or ongoing.

The Special Education State Advisory Committee (SESAC) will continue to collaborate with local Special Education Citizens’ Advisory Committees (SECACs) to identify ways to improve the response rate of African-Americans and to review policies, procedures and practices that address parental involvement. The Division and the SESAC will also continue to meet with the vendor to review the results from the rating scale to examine ways to increase the response rate and to consider adjustments to sampling approaches. Areas typically considered will include race/ethnicity and type of disability. Initial vendor recommendations for improving response rates were implemented for FFY 2007.

One of the improvement activities was to increase the use of Facilitated IEP team meetings. Reported data indicates that the use of Facilitated IEP team meetings increased during FFY 2007. The Division will continue to analyze data regarding the use of Facilitated IEP team meetings as an effective strategy to increase parental involvement.

MSDE piloted a Spanish version of the parent rating scales in Maryland local school systems with greater than 5% Hispanic enrollment, in an attempt to enhance the response rate among the Hispanic community. Only two Spanish version rating scales were returned. MSDE will conduct a joint meeting of the SESAC and the local Special Education Citizens’ Advisory Committees (SECACs), and the vendor to review rating scale results and identify priorities, best practices, and barriers to parental involvement within local school system communities.

# APR Template – Part B (4)

Maryland  
State

## Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Improvement Activities	Timelines	Resources	Justification
Utilize the SESAC and local SECACs to identify priorities, best practices and barriers to parental involvement within their communities.  <b>REVISED</b>	September 2005 through February 2012  <b>REVISED</b>	DSE/EIS staff SESAC Members SECAC Members	Combined two improvement activities into one improvement activity.  Revised timeline to reflect the remaining years of the SPP.
Utilize the SESAC to identify priorities and barriers to parental involvement within their communities with a focus on items within one standard deviation of the NCSEAM standard.  <b>DELETED</b>	February 2007 - annually	DSE/EIS staff SESAC Members SECAC Members	Redundant. See Revised Improvement Activity above.
Work with the SESAC, SECACs and representatives from Hispanic community organizations located in jurisdictions with a greater than 5% Hispanic population to enhance the response rate among the Hispanic community.  <b>REVISED</b>	July 2008 through February 2012  <b>REVISED</b>	DSE/EIS staff SESAC Members SECAC Members Hispanic community organizations  <b>REVISED</b>	To increase the response rate from the Hispanic community  Revised timeline to reflect the remaining years of the SPP.
Consider putting the rating scales online.  <b>NEW</b>	July 2008 through February 2012	DSE/EIS Staff SESAC Members SECAC Members Vendor	To increase parental response rate.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
<p><b>FFY 2007 (2007-2008)</b></p>	<p>0% of local school systems are identified with a disproportionate representation of racial and ethnic groups receiving special education and related services that is the result of inappropriate identification.</p>

**Actual Target Data for FFY 2007: 0% Target Met.**

The MSDE disaggregated and analyzed its 618 data, collected the last Friday in October from each of the 24 local school systems, and reported in the *2007 Maryland Special Education/ Early Intervention Services Census Data and Related Tables*. Using a weighted risk ratio, MSDE identified local school systems that had disproportionate representation of racial/ethnic groups in special education. A review of policies and procedures in these local school systems indicates zero school systems have disproportionate representation of racial/ethnic groups in special education that is the result of inappropriate identification.

Maryland identifies disproportionate representation using a weighted risk ratio calculated according to the instructions provided in the OSEP publication, “Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide.”  
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

## Definitions

Students in a particular racial/ethnic group (i.e., American Indian, Asian, African American (not Hispanic), Hispanic or White (not Hispanic), being at a considerably greater or lesser risk of being identified as eligible for special education and related services overall, than all other racial/ethnic groups enrolled either in the local school system or in the State.

### Over-representation

The Maryland State Department of Education (MSDE) identifies local school systems with a weighted risk ratio of 1.5 or higher, in a particular racial/ethnic group, as disproportionate.

### Under-representation

The MSDE identifies local school systems with a weighted risk ratio of 0.5 or below, in a particular racial/ethnic group, as disproportionate.

## Identification of Disproportionality

In addition to meeting the weighted risk ratio of 1.5 or above for over-representation, and 0.5 or below for under-representation, the district must have more than 20 students classified as having a disability in a particular racial/ethnic group for the local school system to be classified as disproportionate. For districts having 20 or fewer students in a racial/ethnic group, the following criteria apply:

- If there are between 11 and 20 students in a racial/ethnic group identified as students with a disability, the “expected number of students” is calculated by multiplying the total number of students with a disability by the proportion of all students in a racial/ethnic group. If the difference between the actual number of students with a disability and the expected number of students is greater than 10, then the local school system is deemed to be disproportionate.
- If there are 10 or fewer students in a racial/ethnic group classified as students with a disability then that local school system is not determined disproportionate because the number is too small for the calculation to be meaningful.

## Determination of Disproportionate Representation as a Result of Inappropriate Identification

Through the analysis of the 618 data, and in conjunction with the above criteria, local school systems may be identified as disproportionate. MSDE then determines if the local school system’s disproportionate representation is the result of inappropriate identification through:

- Data analysis from the Maryland Student Services Information System in conjunction with the above criteria, including minimum group size requirements;
- A review of policies, procedures, and practices;
- Analysis of the results of desk audits and onsite monitoring;
- The FFY 2006 *Self-Assessment of Public Agency Performance on IDEA, Part B Indicators (Self-Assessment)* submitted annually by local school systems;
- Due process complaints; and
- Written State complaints.

Based on the analyses, using the factors listed above, 0% of 24 local school systems were identified with a disproportionate representation of racial and ethnic groups in special education that was the result of inappropriate identification.

**Over-representation Data**

**Results Using Weighted Risk Ratio** (Data analysis only)

The following chart is based on Maryland’s 24 local school systems and represents the number of local school systems that are disproportionate in the over-representation of racial/ethnic groups, in special education, according to the weighted risk ratio:

	<b>Weighted Risk Ratio</b>
<b><i>American Indian</i></b>	
Number of local school systems	0
Percentage of local school systems	0%
<b><i>Asian</i></b>	
Number of local school systems	0
Percentage of local school systems	0%
<b><i>African American, Not Hispanic</i></b>	
Number of local school systems	6
Percentage of local school systems	25%
<b><i>Hispanic</i></b>	
Number of local school systems	0
Percentage of local school systems	0%
<b><i>White, Not Hispanic</i></b>	
Number of local school systems	1
Percentage of local school systems	4.16%

**Under-representation Data**

**Results Using Weighted Risk Ratio** (Data analysis only)

The following chart is based on Maryland’s 24 local school systems and represents the number of local school systems that are disproportionate in the under-representation of racial/ethnic groups, in special education, according to the weighted risk ratio:

	<b>Weighted Risk Ratio</b>
<b><i>American Indian</i></b>	
Number of local school systems	0
Percentage of local school systems	0%
<b><i>Asian</i></b>	
Number of local school systems	5
Percentage of local school systems	20.8%
<b><i>African American, Not Hispanic</i></b>	
Number of local school systems	0
Percentage of local school systems	0%
<b><i>Hispanic</i></b>	
Number of local school systems	5
Percentage of local school systems	20.8%
<b><i>White, Not Hispanic</i></b>	
Number of local school systems	0
Percentage of local school systems	0%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing. Since FFY 2004, Maryland has maintained its target of zero percent of school systems having disproportionate representation of racial/ethnic groups in special education that is the result of inappropriate identification.

MSDE distributed a rubric to all local school systems as an optional tool to be used in reviewing policies, procedures, and practices that may lead to disproportionate representation of racial/ethnic groups in special education. Five local school systems used the tool to review documents and practices.

Local school systems were provided a comprehensive document entitled, *Maryland Special Education Disproportionality Report 2006-2007*, that included disaggregated identification data by race and disability. Each local school system was expected to use the analysis of its data in its completion of the *Self-Assessment* and in planning for improvement and/or correction. Additionally, each local school system reporting disproportionate representation, based on data, was required to review its policies, procedures, and practices and complete and submit to MSDE a document titled, *SY 2006-2007 Disproportionality Review*. This document provides a structure for local systems to examine practices that impact the identification of students with disabilities.

Although inappropriate identification was not the basis for disproportionate representation of racial/ethnic groups receiving special education and related services, discretionary funds were made available to school systems to address disproportionality. Proposals were submitted to MSDE and funding was awarded to 10 local school systems. MSDE conducted site visits to these 10 local school systems to monitor and verify the implementation of the targeted activities to prevent and/or reduce disproportionate representation. Grant funded activities included the following:

- Use of strategic and targeted interventions by local school systems;
- Focused record reviews;
- Review of assessments used in the evaluation of students for special education; and
- Consideration of reevaluation when a student with disabilities moved into the local school system or if the IEP team had questions regarding the appropriateness of the identification or identified disability.

**Technical Assistance Sources from which the State Received Assistance and What Actions the State took as a Result of that Technical Assistance:**

MSDE disseminated technical assistance materials produced by the National Center for Culturally Responsive Education Systems (NCCRESt) and the National Institute for Urban School Improvement (NIUSI) to all local school systems to assist them in reviewing and revising, if necessary, policies and procedures to reduce the disproportionate representation of racial/ethnic groups that are the result of inappropriate identification. Some local school systems incorporated this information into improvement planning strategies used to reduce disproportionate representation.

With the assistance of the Mid-South Regional Resource Center, MSDE developed a document entitled, *A Tiered Instructional Approach to Support Achievement for All Students*, June 2008. The document defines a model of continuous improvement as “a tiered approach to support student achievement, also known as a response to scientific, research-based intervention.” The document was distributed to all local school systems to provide targeted interventions to address student needs and prevent inappropriate identification. The MSDE will monitor the implementation of the approach and review data to determine its impact.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008: Not Applicable**

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
<p><b>FFY 2007 (2007-2008)</b></p>	<p>0% of local school systems are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>

**Actual Target Data for FFY 2007:** 0% - Target met

The MSDE disaggregated and analyzed its 618 data, collected the last Friday in October, and reported in the *2007 Maryland Special Education/ Early Intervention Services Census Data and Related Tables* document, using a weighted risk ratio and identified local school systems that had disproportionate representation of racial/ethnic groups, in a disability category. A review of policies and procedures in these local school systems indicate zero school systems have disproportionate representation of racial/ethnic group, in a disability category that is the result of inappropriate identification.

Maryland identifies disproportionate representation using a weighted risk ratio calculated according to the instructions provided in the OSEP publication, “Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide.”

<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

**Definition**

Students in a particular racial/ethnic group (i.e., American Indian, Asian, African American (not Hispanic), Hispanic or White (not Hispanic), being at a considerably greater or lesser risk of being identified by a disability category (i.e., Mental Retardation, Specific Learning Disability, Emotional Disability, Speech or Language Impairments, Autism and Other Health Impairment), than all other racial/ethnic groups enrolled either in the district or in the State.

**Over-representation** – MSDE identifies local school systems with a weighted risk ratio of 1.5 or higher for each racial/ethnic group, by disability, as disproportionate.

**Under-representation** – MSDE identifies local school systems with a weighted risk ratio of 0.5 or below for each particular racial/ethnic group, by disability, as disproportionate.

### Identification of Disproportionality

In addition to the formula, the district must have more than 20 students classified as having a disability in a particular racial/ethnic group for the local school system to be classified as disproportionate; the following criteria are applied to measure disproportionality:

- If there are between 11 and 20 students in a racial/ethnic group classified as having a disability, the “expected number of students” in the disability category is calculated by multiplying the total number of students classified with a disability by the proportion of all students in a racial/ethnic group. If the difference between the actual number of students classified with that disability and the expected number of students is greater than 10 then the local school system is deemed to be disproportionate.
- If there are 10 or fewer students in a racial/ethnic group classified as having a disability, then that local school system is not determined disproportionate because the number is too small for the calculation to be meaningful.

### Determination of Disproportionate Representation as a Result of Inappropriate Identification

Maryland determined the percent of districts with disproportionate representation of racial/ethnic groups, in specific disability categories, that is the result of inappropriate identification through:

- Data analysis from the Maryland Student Services Information System in conjunction with the above criteria, including minimum group size requirements;
- A review of policies, procedures, and practices;
- Analysis of the results of desk audits and onsite monitoring;
- The FFY 2006 *Self-Assessment of Public Agency Performance on IDEA, Part B Indicators (Self-Assessment)* submitted annually by local school systems;
- Due process complaints; and,
- Written State complaints.

Based on the analyses, using the factors listed above, 0% of 24 local school systems were identified with a disproportionate representation of racial and ethnic groups, in specific disability categories, that was the result of inappropriate identification.

### Over-representation Data – Results Using Weighted Risk Ratio (Data analysis only)

The following chart is based on Maryland’s 24 local school systems and represents the number of local school systems that are disproportionate in the over-representation of racial/ethnic groups, in specific disability categories, according to the weighted risk ratio:

	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language Impairments	Autism	Other Health Impairments
<i>American Indian</i>						
# of LSS	0	0	0	0	0	0
% of LSS	0%	0%	0%	0%	0%	0%
<i>Asian</i>						
# of LSS	0	0	0	0	0	0
% of LSS	0%	0%	0%	0%	0%	0%
<i>African American, Not Hispanic</i>						
# of LSS	11	12	10	3	0	3
% of LSS	45.8%	50%	41.7%	12.5%	0%	12.5%
<i>Hispanic</i>						
# of LSS	0	0	0	0	0	0
% of LSS	0%	0%	0%	0%	0%	0%
<i>White, Not Hispanic</i>						
# of LSS	0	1	1	5	0	2
% of LSS	0%	4.2%	4.2%	20.8%	0%	8.3%

**Under-representation Data – Results Using Weighted Risk Ratio (Data analysis only)**

The following chart is based on Maryland’s 24 local school systems and represents the number of local school systems that are disproportionate in the under-representation of racial/ethnic groups, in specific disability categories, according to the weighted risk ratio:

	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language Impairments	Autism	Other Health Impairments
<i>American Indian</i>						
# of LSS	0	0	0	0	0	0
% of LSS	0%	0%	0%	0%	0%	0%
<i>Asian</i>						
# of LSS	0	3	1	1	0	2
% of LSS	0%	12.5%	4.2%	4.2%	0%	8.3%
<i>African American, Not Hispanic</i>						
# of LSS	0	0	0	0	0	0
% of LSS	0%	0%	0%	0%	0%	0%
<i>Hispanic</i>						
# of LSS	0	3	0	0	0	2
% of LSS	0%	12.5%	0%	0%	0%	8.3%
<i>White, Not Hispanic</i>						
# of LSS	4	0	2	0	0	0
% of LSS	16.6%	0.0%	8.3%	0.0%	0.0%	0.0%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Since FFY 2004, Maryland has maintained its target of zero percent of school systems having disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification. Each local school system was provided a comprehensive document entitled, *Maryland Special Education Disproportionality Report 2006-2007*, that included disaggregated identification data by race and disability.

MSDE distributed a rubric to all local school systems as an optional tool to be used in reviewing policies, procedures, and practices that may lead to disproportionate representation of racial/ethnic groups, in specific disability categories. Five local school systems used the tool to review documents and practices.

Local school systems were expected to use the analysis of its data in its completion of the *Self-Assessment* and in planning for improvement and/or correction. Each local school system reporting disproportionate representation based on data, was required to review its policies, procedures and practices and complete and submit to MSDE a document titled, *SY 2006-2007 Disproportionality Review*. This document provides a structure for local systems to examine practices that impact the identification of students with disabilities.

Although inappropriate identification was not the basis for disproportionate representation of racial/ethnic groups in specific disability categories, discretionary funds were made available to school systems to address disproportionality. Proposals were submitted to MSDE and funding was awarded to 10 local school systems. MSDE conducted site visits to these 10 local school systems to monitor and verify the implementation of the activities targeted to prevent and/or reduce disproportionate representation. Grant funded activities included the following:

- Use of strategic and targeted interventions by local school systems;
- Focused record reviews;
- Review of assessments used in the evaluation of students for special education; and,
- Consideration of reevaluation when a student with disabilities moved into the local school system or if the IEP team had questions regarding the appropriateness of the identification or identified disability.

**Technical Assistance Sources from which the State Received Assistance and What Actions the State took as a Result of that Technical Assistance:**

MSDE disseminated technical assistance materials produced by NCCREST and NIUSI to all local school systems to assist them in reviewing and revising policies, procedures, and practices to reduce the disproportionate representation of racial/ethnic groups, in a disability category, that are the result of inappropriate identification, if necessary. Some local school systems incorporated this information into improvement planning strategies used to reduce disproportionate representation.

With the assistance of the Mid-South Regional Resource Center, MSDE developed a document entitled, *"A Tiered Instructional Approach to Support Achievement for All Students*, June 2008. The document defines a model of continuous improvement as "a tiered approach to support student achievement, also known as a response to scientific, research-based intervention." The document was distributed to all local school systems to provide targeted interventions to address student needs and prevent inappropriate identification. The MSDE will monitor the implementation of the approach to determine its impact on data.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c.

Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.

**Target Data for FFY 2007: 89.02% - Target Not Met**

In accordance with the OSEP Part B Indicator Support Grid (10/15/08), page 6, a State may factor out the 300.301(d) exceptions and State timeline exceptions from both the numerator and denominator

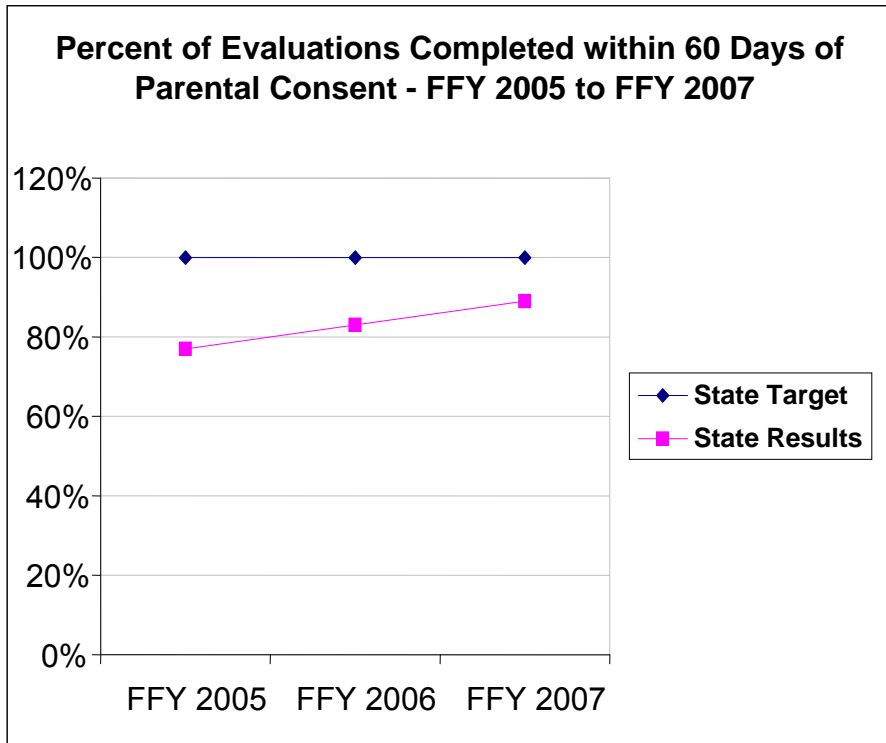
Federal and State timeline exceptions include:

- Parent repeatedly failed or refused to make child available [§300.301(d)(1)]
- Student enrolled after the 60-calendar day time frame has started and prior to determination by the previous public agency. Receiving LEA made sufficient progress to complete evaluation, and to a specific time to complete the evaluation (All conditions must be met.) parent and LEA agreed [300.301(d)(2) and (e)]; and
- Parent requests a delay and the timeline is extended by mutual written agreement [COMAR 13A.05.01.04A(4) – effective May 7, 2007]

Measurement:

- a # of children for whom parental consent to evaluate was received (14,183)
- b # of children determined not eligible whose evaluations were completed within 60 days (3,792)
- c # of children determined eligible whose evaluations were completed within 60 days (8,834)
- d. # of children in a, but not included in b or c. (1,557)

$89.02\% = [(3792 + 8834) \div 14183] \times 100$



	FFY 2005	FFY 2006	FFY 2007
<b>State Target:</b>	100%	100%	100%
<b>State Results:</b>	77%	83%	89%

A total of 12,626 or 89.02% of evaluations were completed within 60 calendar days of parental consent for evaluation. Local school systems and public agencies reported a total of 817 students as having "Acceptable Reasons for Delay" beyond the 60 days from date of parental consent for evaluation. A total of 1,557 (10.98%) students did not receive evaluations within 60 calendar days of the parent consent for evaluation. Unacceptable reasons for delay included: Inclement weather; Paperwork error; Inconclusive testing results; Child not available (not parent failure)/child refusal; Staffing issue; and Other reason(s).

For the students not evaluated within 60 days of parental consent for evaluation, the range of days for all reasons clustered as follows:

- 825 (53%) - 1 day to 15 days
- 529 (34%) - 16 to 45 days
- 203 (13%) - beyond 45 days

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing. In FFY 2007, 89.02 % of evaluations were completed within 60 days of parental consent to evaluate. Thus, in FFY 2007, 10.98% of evaluations were not completed within the 60 days. Although the State's target of 100% was not met, the data showed a gain of 6 percentage points, which is a steady improvement from FFY 2005 (77%) to FFY 2007 (89%). MSDE's progress was in narrowing the gap between the State target of 100% and actual data.

The first time MSDE required local school systems and public agencies to report Indicator 11 data was in FFY 2005. In FFY 2006, MSDE clarified and improved procedures for collecting, reviewing, verifying data, reporting reasons for delay, and range of day data, for local school systems and public agencies. All local school systems and public agencies were also able to determine the number of acceptable reasons for delay, and for determining which evaluations were not completed within 60 days. Local school system and public agencies also provided reasons for why the evaluations were not completed within timelines. A delay is considered unacceptable if a local school system or public agency was unable to provide documentation as to why an evaluation did not occur within 60 calendar days of parental consent for evaluation. To report the data, MSDE used the acceptable reasons for delay to adjust the total number of evaluations completed within 60 days, as described in the OSEP Part B Indicator Support Grid.

MSDE again revised the forms/Excel spreadsheets for the FFY 2007 (2007-2008) collection period to address discrete details in order to more closely examine reasons for delay, and the range of days beyond 60 calendar days, for each local school system and public agency. This information is utilized to assist local school systems or public agencies in analyzing data and providing for technical assistance needs.

MSDE improvement activities included the revision of a new Excel data collection form and improved instructions to accompany the form, along with technical assistance provided at regional data management meetings. MSDE data management and program staff worked closely with local school system staff to ensure the integrity of the data reported in FFY 2007.

**Previously Identified Noncompliance from FFY 2006**

All Indicator 11 data were reviewed by MSDE monitoring staff; data reported as compliant was verified and included a review of individual student records to assess documentation of acceptable reasons for delay. Local school systems with data that was below the target were directed to submit information related to documentation and collection of data. These activities yielded two systemic findings of noncompliance and four findings from dispute resolution attributable to the improper delay of timelines. All six findings were corrected within one year. In addition, there were an additional ten findings relating to evaluation/reevaluation from dispute resolution. Although these were not directly attributable to the 60-day timeline, they were corrected and verified within timelines.

The MSDE continues to meet with local special education directors and their data management staff to review SPP reporting requirements, including those associated with Indicator 11. On July 1, 2008, MSDE required all public agencies to use either the Maryland Online IEP or a web-based vendor product that IEP program that mirrors the Statewide IEP. The form and format of the program will result in more frequent and uniform data submission to the Special Services Information System (mdssis.org). MSDE will use the data for scheduled intermittent analysis to intervene with those systems that are demonstrating compliance issues.

The MSDE's increased emphasis on technical assistance and oversight in the correction of noncompliance continue to result in ongoing improvement. During the FFY 2007 collection period, MSDE reduced the number of students who were not evaluated within timelines from 17% to 11%.

resulting in a six percentage point improvement. MSDE anticipates its data will continue to show improvement.

MSDE is continuing to research the feasibility of developing a web-based data entry system, integrated with mdssis.org, to report these data to MSDE. If MSDE decides to develop and implement a web-based system, the earliest that would be completed is FFY 2010. Local school systems and public agencies are to utilize the Excel spreadsheet or current paper system until that time. Procedures have been implemented to ensure that mdssis.org can receive data for Indicators 11 and 12. A temporary data collection process is in place to ensure that the Statewide IEP system mdiep.org, will be able to collect all information required for Indicators 11 and 12.

SSIS data managers, local directors of special education, Division monitoring staff, and local preschool coordinators attended regional data management meetings in July 2007, February 2008, and July 2008 to discuss and share the Excel form(s), to gather input on proposed changes to the fields in the SSIS record layout, to discuss the consideration of cumulative data collection using mdssis.org.

### **Technical Assistance Sources from which the State Received Assistance, and Actions the State took as a Result of that Technical Assistance:**

The MSDE monitoring staff accessed the following information in technical assistance preparation for the training of local school system and public agency staff on evaluation requirements and the proper implementation of data collection for Indicator 11:

- Building the Legacy: IDEA 2004, Evaluation and Reevaluation, *Changes in Initial Evaluation and Reevaluation*
- Part B – SPP/APR Related Requirements, Indicator 11
- NICHCY, Building the Legacy: A Training Curriculum on IDEA 2004, and
- 34 CFR §§300.300 and 301

This information, along with internal discussion, were instrumental in furthering the understanding of the requirements by monitoring staff and ensuring that compliance with these requirements were included in MSDE's *Monitoring for Continuous Improvement and Results* processes. As a result, the data is a part of the *Self-Assessment of Public Agency Performance on IDEA, Part B Indicators*. The results form the basis of corrective actions, and local school system determinations. The data and results are monitored closely and compliant data is verified. Access to the same information was provided during MSDE technical assistance activities that focused on data that provides the first evidence of compliance.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008: Not Applicable**

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of children referred by Part C prior to age 3, and who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.

**Actual Target Data for FFY 2007: 95.42% Target Not Met**

**Students Referred by Part C and Determined Eligible for Part B**

“a” # of children served in Part C and referred to Part B for eligibility determination	“b” # not eligible determinations completed prior to third birthday	“c” # of children determined eligible whose IEPs were developed and implemented by third birthday	“d” # of children for whom parent refusal to provide consent caused delays in evaluation or initial services	Percentage of children determined eligible whose IEPs were developed and implemented by third birthday
2,910	331	2,331	136	95.42%

95.42% = [2331 ÷ (2910–331–136)] X 100

Local school systems and public agencies reported a total of 45 out of 157 students, or 28.66%, whose eligibility determination or IEP development did not occur by the third birthday, as having "Acceptable Reasons for Delay." Acceptable Reasons for Delay include "Parent & IEP Team have a written agreement to extend the timeline"; and, "Parent repeatedly failed or refused to make child available." Unacceptable reasons for delay included: Inclement weather; Paperwork error; Inconclusive testing results; Child not available (not parent failure)/child refusal; Staffing issue; and Other reason(s).

The range of days beyond the third birthday for eligibility determination or development and implementation of the IEP for all reasons cluster around the following ranges:

- 1 day to 15 days – 84 or 53.5%
- 16 to 45 days – 52 or 33.12%
- Beyond 45 days – 21 or 13.4%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

- The Preschool 619 Monitoring and Technical Assistance Specialist participated in onsite focused monitoring visits for Indicator 12 with Part B Quality Assurance and Monitoring Branch staff in local school systems that did *not* have concurrent compliance issues for Part C early childhood transition. Focused monitoring included random record reviews, review of data and other documentation, and interviews and discussions with staff regarding progress to date as well as ongoing challenges.
- Joint monitoring of local Infants and Toddlers Programs and local school systems for compliance with respective Part C and Part B Early Childhood Transition indicator requirements was initiated. Part C and Preschool 619 staff continued to work together to provide coordinated technical assistance, as identified through monitoring activities.
- Division data management and 619 program staff continued to work closely with local school system Part B data managers and preschool special education coordinators to ensure the integrity of the data reported for FFY 2007. In response to feedback received about the FFY 2006 data collection, a revision was made to the data collection form to include the acceptable reason for not meeting the timeline of the third birthday to include: "Parent requested delay" as stated in State special education regulations (13A.05.01.04A(4)). Local school systems were advised of the addition of this acceptable reason in Spring 2008.
- Regional meetings with local school system data and program staff were conducted with the purpose of reviewing local data collection and reporting requirements. MSDE staff provided technical assistance to individual data managers and preschool coordinators on an as needed basis, either on request or based on need following a review of local data.
- Division Part B 619 and Part C staff attended a forum sponsored by the Mid-South Regional Resource Center held in Richmond, Virginia in March 2008, which included a strand on early childhood transition. The forum was very helpful in clarifying requirements for both Part C and 619, and provided an opportunity to learn about other states' practices as well as shared areas of concern. The knowledge gained through this activity will help to strengthen a joint approach to monitoring early childhood transition, and will also help to inform needed content revisions for technical assistance resources and professional development housed on the Maryland Early Childhood Gateway website ([www.mdecgateway.org](http://www.mdecgateway.org)).
- The Division will continue to work with local school systems and local Infants and Toddlers Programs through focused monitoring activities to ensure compliance with this indicator.
- Statewide and local Early Childhood Transition data was reported publicly for all local school systems.

## Explanation of Progress and Slippage

MSDE did not meet the target of 100% established by OSEP for this Indicator, but did show a slight improvement (95.42%) over the FFY 2006 95.1% compliance.

## Correction of Noncompliance Identified in FFY 2006

In FFY 2007 MSDE identified one finding of noncompliance that was corrected within timelines.

**OSEP's June 6, 2008 FFY 2006 SPP/APR response table required the State to demonstrate that the FFY 2005 noncompliance with the early childhood transition requirements in 34 CFR §300.124(b) was corrected. The FFY 2005 noncompliance with the early childhood transition requirements was corrected. The finding of noncompliance was identified through a State complaint investigation.**

Although local school systems received written notification of the additional acceptable reason for delay, and Part B data managers and preschool special education coordinators received this information again through regional meetings, records for children who transitioned prior to Spring 2008 were not reviewed for applicability of this acceptable reason. FFY 2008 data for Indicator 12 will represent that first full year of electronic data collection for those children that transition from Part C to Part B preschool services.

Support and technical assistance provided by Division staff to local school system staff will continue as part of ongoing improvement activities to maintain accurate reporting of local data, and to address issues that surface as the web-based IEP is implemented and data is electronically captured and submitted on a more real-time, as opposed to one-time annual, basis. Local school systems not meeting compliance are required to correct noncompliance within one year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable.

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

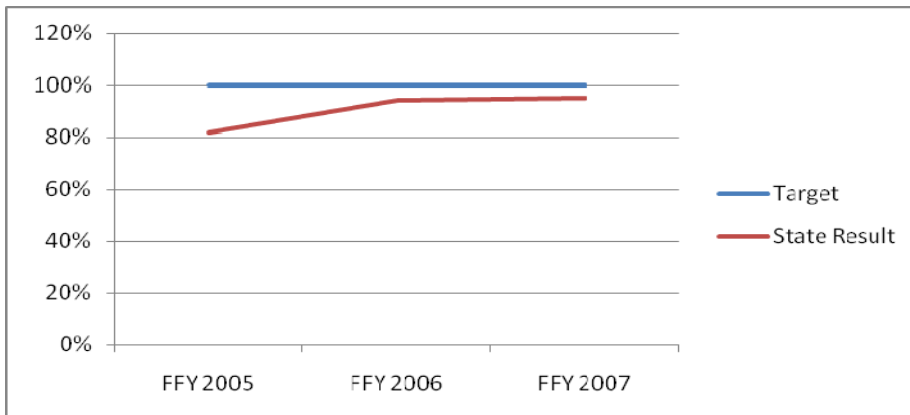
**Measurement:**

Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of youth with disabilities, aged 16 and above, have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Actual Target Data for FFY 2007: 95% - Target Not Met**

For FFY 2007 the IEPs of 20,422 out of 21,517 youth with disabilities aged 16 and above, included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing. Please refer to Indicators 1 and 2 for additional information on improvement activities. Maryland did not meet the target of 100%, but did show a 1 percentage point increase in compliance over FFY 2006. This increase demonstrates continued improvement over the last two years.

**Ongoing Improvement Activity 1**

The Division, using the technical assistance materials produced by the National Secondary Transition Technical Assistance Center (NSTTAC), created a professional development activity that addressed Indicator 13. In FFY 2007, the professional development activity was provided to thirteen local school systems.

**Ongoing Improvement Activity 2**

Based upon findings of noncompliance in a desk audit of student IEPs, focused professional development, onsite visits, and additional monitoring activities are provided to local school systems. The focused professional development is customized to address specific identified needs within individual local schools, or specific components of transition planning.

**Previously Identified Noncompliance from FFY 2006**

In FFY 2006, the Division identified 18 findings of noncompliance related to the failure to meet the transition requirements in student IEPs. Of the 18 findings, 16 were corrected within timelines. Of the two (2) not corrected within timelines, one (1) was corrected and verified prior to the submission of this SPP/APR. The remaining finding is within a local school system receiving intensive onsite technical assistance. Technical assistance will continue to be provided to local school system staff on transition planning and the documentation of transition planning in an effort to correct identified noncompliance and verify correction.

Factors that have contributed to continued progress include:

- Maryland continues to participate in the Annual OSEP Secondary Transition State Planning Institute. Transition coordinators from local school systems were members of the Maryland team. Local transition coordinators, who attended the Institute, worked with the MSDE Transition Specialist in the creation of professional development activities relative to Indicator 13. The activities were presented at regional meetings for local school system transition coordinators.
- Local school system staff responsible for transition planning and documentation participated in targeted professional development that focused on specific transition planning documentation requirements.

**Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

Maryland continues to participate in the Technical Assistance/Professional Development activities provided by NSTTAC, National Dropout Prevention Center for Students with Disabilities (NDPC-SD), and The Post School Outcome Center (PSO). Specifically, Maryland:

- Participated in the “Connecting the Indicators” Forum that was conducted by NSTTAC, NDPC-SD, and PSO. The team was comprised of staff from MSDE and local school systems; and
- Utilized the Indicator 13 Checklist and supporting TA guides published by NSTTAC as the basis of technical assistance provided to all local school systems.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008: Not Applicable**

**Part B State Annual Performance Report (APR) for FFY 2007**  
**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	44% percent of youth who had IEPs and no longer in secondary school are competitively employed within one year of leaving high school.  4% percent of youth who had IEPs and no longer in secondary school are enrolled in some type of postsecondary school within one year of leaving high school.  24% percent of youth who had IEPs and no longer in secondary school are competitively employed and enrolled in some type of postsecondary school within one year of leaving high school.

**Actual Target Data for FFY 2007:**

Target	Actual Number	Actual Percentage	Target Status
Employment – 44%	268	53%	Exceeds Target
Postsecondary Education – 4%	49	10%	Exceeds Target
Employment and Postsecondary Education – 24%	70	14%	Target Not Met

<b>Maryland Longitudinal Transition Study</b>		
<b>Postsecondary Activity</b>	<b>Number of Youth</b>	<b>Percent of Youth</b>
Employment	268	53%
Postsecondary Education	49	10%
Both Employment and Postsecondary Education	70	14%
Not Engaged	117	23%
<b>Total</b>	<b>504</b>	<b>100%</b>

<b>Post School Outcomes Administrative Record Exchange</b>		
<b>Postsecondary Activity</b>	<b>Number of Youth</b>	<b>Percent of Youth</b>
Employed and/or Postsecondary Education	280	75%
Not Engaged	92	25%
<b>Total</b>	<b>372</b>	<b>100%</b>

MSDE defines competitive employment and postsecondary education as follows:

Competitive employment means work:

- In the competitive labor market that is performed in an integrated setting; and
- For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Section 7(11) and 12C of the Rehabilitation Act)

Post secondary school means education or training that leads to employment of choice. The young adult may be enrolled in:

- Vocational training programs;
- Two or four year college,
- Adult basic education and/or
- A GED preparation program.

For this APR submission, MSDE used a combination of data. This plan was submitted to the Office of Special Education Programs (OSEP) in a letter dated December 30, 2008 (See attached letter). In that letter, it was explained that, MSDE would use data from the Wave 3 Maryland Longitudinal Transition Study Report. The data addresses whether students were competitively employed, attending postsecondary education, both employed and attending postsecondary education or not engaged in any of these scenarios. The data is specific to students who exited high school during the 2006-2007 school year and surveyed within one year of exit.

In addition, MSDE used a process of administrative record exchange to match students that exited high school in the 2006-2007 school year with employment and postsecondary enrollment systems. This record exchange was conducted in collaboration with the MSDE, Division of Career Technology and Adult Learning, Maryland Department of Labor and Licensing Regulations, and the Maryland Higher Education Commission. The Department of Labor provided data for young adults with disabilities known to be employed within one year of exiting high school. This data reflects an individual's employment within an eight state region as well as those serving in the military. The Higher Education Commission provided data for adults with disabilities known to be enrolled in any type of postsecondary education within the State. The administrative record exchange produces data with 100% validity. By utilizing the administrative record exchange, Maryland has gathered more accurate data since it is not relying solely on student self-reported information. In addition, the data received from this process will be aligned with the Maryland Report Card postsecondary outcome data. Postsecondary outcome data is collected annually by the MSDE Division of Career Technology

and Adult Learning for all students, including students with disabilities. **The cumulative response data is representative of the population.**

During this transition year, the data that is collected by the Division of Career Technology and Adult Learning is not disaggregated by category of engagement. MSDE, beginning with this report, is reporting data that is 100% valid, aligned with the Maryland Report Card, and matches the data reported to the U.S. Department of Education by the Division of Career Technology and Adult Learning.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

The data from the Maryland Longitudinal Transition Study and the data from the Post School Outcomes Administrative Record Exchange are comparable. In both data sets the percent of young adults engaged in employment, postsecondary education, or both employment and postsecondary education totals 77% as compared to 75% reported in the Post School Outcomes Administrative Record Exchange. This is also comparable to the baseline data of 73% of young adults with disabilities are engaged in appropriate adult activities as reported in the FFY 2006 SPP submitted January 31, 2008.

The rates of young adults with disabilities not engaged in employment and/or postsecondary education continues to be alarming. The average from both data sets is 24%. Some young adults in this group may be choosing not to engage in self supporting activities. Research tells us that the lack of family and agency support may be barriers impacting a young adult's ability to be self-sufficient. To address these barriers, the Maryland Interagency Transition Council engaged in resource mapping to identify State and local support services available to young adults with disabilities in order to assist them in accessing employment and/or postsecondary education. Lack of sufficient funds for support services may also contribute to the continued high rate of young adults with disabilities not engaged in employment and/or postsecondary education.

Young adults with disabilities are referred to the Division of Rehabilitation Services and/or the Developmental Disabilities Administration for appropriate supports as they pursue their postsecondary goals. These referrals are done as part of the transition planning process. The Division of Rehabilitation Services, in Maryland, utilizes an "order of selection" process after applicants have been determined eligible. The "order of selection" determines when individuals receive services. In FFY 2007, the minimum "wait time" was four to six months for evaluation to determine the type and intensity of services an eligible student would receive. The "wait time" results in many young adults not receiving supports for employment and/or postsecondary education within one year of exiting school. The availability of services from the Developmental Disabilities Administration is dependent upon funding received from the annual State budget presented to the State General Assembly. At the end of FFY 2007, over 600 young adults with disabilities were eligible for services from the Developmental Disabilities Administration. However, funding was available for only 480 young adults with disabilities.

MSDE completed all activities with the exception of those marked annually or ongoing.

Ongoing improvement activities are also applicable to Indicators 1, 2, and 13. By improving the intradepartmental collaboration within MSDE, and collaboration with other State agencies, students will be better prepared to meet their postsecondary goals. This collaboration is even more critical as State agencies struggle to meet the requests for services as funding is decreased.

Ongoing Improvement Activity (This activity is applicable to Indicator 14, 1, 2 & 13)

The Division and the Division of Career Technology and Adult Learning (DCTAL) established a workgroup in January 2007. The focus of the workgroup is on students with disabilities participating in Career and Technology Education. The workgroup is co-chaired by the Division Transition Specialist and a Regional Coordinator from DCTAL. Membership is comprised of representatives of:

- Local Directors of Special Education;
- Local Directors of Career and Technology Education;
- Local Secondary Transition Coordinators;
- Local School Counselors;
- Local Career and Technology Education Special Education Support Teachers;
- Maryland Higher Education Commission (MHEC); and
- Division of Rehabilitation Services (DORS).

In FFY 2007, the percentage of students with disabilities, statewide, enrolled in Career and Technology Education programs was 13.37%. This was a higher enrollment percentage than in academic courses. Acknowledging this high percentage of enrollment in Career and Technology Education, the workgroup has set the following areas of concentration:

- Professional development related to differentiated instruction for Career and Technology Education teachers;
- Career and Technology Education orientation for local secondary transition coordinators, and special education teachers to include information such as the type of programs of instruction offered through local school systems, related fields of employment to those instructional programs, industry certification related to the programs of instruction;
- Convening regular meetings to discuss and promote best practices in supporting students with disabilities in Career and Technology Education.

The members of the workgroup participated in the planning of a conference on collaboration for students age 18 to 21. The results of the conference, held in October 2008, will be discussed in the FFY 2008 APR.

Ongoing Improvement Activity (This activity is applicable to Indicator 14, 1, 2 & 13)

The Division continues as a partner on the Interagency Transition Council. The Council has completed the resource mapping that addressed supports for:

- Employment training and employment for young adults with disabilities; and
- Postsecondary education and employment training for young adults with disabilities.

The resource mapping revealed that there are no consistent supports for employment training or supports during employment across the State and across State agencies specifically for young adults with disabilities. The council is completing a strategic plan that will address the needs of young adults as the transition from School to adult activities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:**

Improvement Activity	Timelines	Resources	Justification
MSDE, using the Request for Proposal method, will hire a contractor to gather the data for the Indicator #14 Annual Performance Report. The contractor will be required to make three survey contacts. The first contact will be in the form of a letter with the survey and return envelope attached. If the	To Be Determined	DSE/EIS staff Selected Contractor	MSDE is using the data produced by the administrative record exchange plus the data produced through the Maryland Longitudinal Transition Study.

**APR Template – Part B (4)**

<p>survey is not returned, there will be two phone attempts made to encourage the exited student to complete the survey. The survey will be conducted during the month of September of the year following the student's exit from school.</p> <p><b>DELETED</b></p>			
<p>MSDE will work with the contractor to analyze the data collected on the Post-Secondary Data Collection Survey.</p> <p><b>DELETED</b></p>	To Be Determined	DSE/EIS staff Selected Contractor	MSDE is using the data produced by the administrative record exchange plus the data produced through the Maryland Longitudinal Transition Study.
<p>MSDE will work with the Maryland Special Education Special Education State Advisory Committee to reflect on activities designed to improve performance on the indicator and adjust the performance targets, as appropriate.</p>	<p>July 2007 through February 2012</p> <p><b>REVISED</b></p>	DSE/EIS staff SESAC	Revised timeline to reflect the remaining years of the SPP/APR.
<p>MSDE will work with other members of the Interagency Transition Council to develop specific goals to improve the employment and postsecondary education outcomes for young adults with disabilities</p> <p><b>REVISED</b></p>	<p>January 2007 through February 2012</p> <p><b>REVISED</b></p>	DSE/EIS staff DORS staff DDA staff MHA staff DLLR staff WIA staff	<p>In January 2007 the focus of the Council was refined. This was in response to the reduction in the budgets of agencies that provide employment training and supports to adults with disabilities.</p> <p>Revised timeline to reflect the remaining years of the SPP/APR.</p>
<p>MSDE will rewrite and publish the <i>Maryland Transition Planning and Anticipated Services Guide</i>. This Guide provides students and their families information on the services available from State agencies that may assist the student in meeting their postsecondary goals.</p>	<p>July 2009</p> <p><b>REVISED</b></p>	DSE/EIS staff LSS staff DDA staff DORS staff Families MHA staff	The publication has been delayed due to the development of the Employment First strategy by the Maryland Developmental Disabilities Administration. The Guide will be completed when MSDE receives the complete description of this new strategy.

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to Overview, pages 1 – 2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

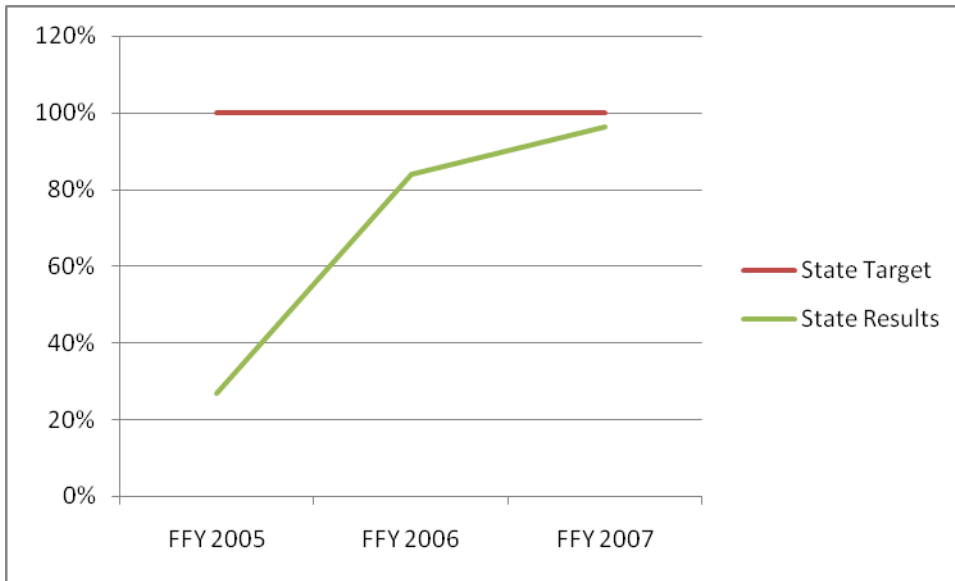
For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.

**Actual Target Data for FFY 2007: 96.46% Target Not Met**

96.46% of noncompliance identified between July 1, 2006 and June 30, 2007, was corrected within one year from identification. The MSDE system of general supervision identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification. Data was collected through components of MSDE’s general supervisory system, including Self-Assessment, desk audits, record review, data review, and onsite monitoring visits. The reporting of the FFY 2007 data is consistent with OSEP guidance and is an accurate representation of MSDE’s efforts to ensure compliance with program requirements.

The data are based on MSDE’s general supervisory data collection and tracking system of noncompliance in all public agencies. There were 311 written findings of noncompliance, 84 were identified through the State’s monitoring activities and the remaining were identified through dispute resolution processes that include complaint investigations and due process hearing decisions. Of the 11 uncorrected findings, nine are systemic and two are from dispute resolution. Three of the 11 (one systemic and two from dispute resolution) were corrected by the time of submission of this report. Under “Other Topical Areas,” most findings were classified as related requirements having to do with FAPE in the LRE. In Maryland, this area includes a broad number of requirements such as IEP development, review, and revision, IEP implementation, progress reporting, provision of related services, and consent. Please refer to Attachment 1 – Indicator B15 Worksheet.



	FFY 2005	FFY 2006	FFY 2007
<b>State Target:</b>	100%	100%	100%
<b>State Results:</b>	27%	84.05%	96.46%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

The FFY 2007 correction rate of 96.46% is significantly improved over the FFY 2006 correction rate of 84.05% and the 27% reported in FFY 2005.

The improvement is a result of MSDE’s continued refinement of systems of general supervision, public agency accountability, and implementation of improvement activities reported in the SPP. These include, but are not limited to:

- Timely verification of noncompliance.
- Emphasis on technical assistance and oversight for the correction of noncompliance.
- Targeted technical assistance based on localized vs. Statewide needs to address identified areas of noncompliance.
- Improved data collection methods to ensure valid and reliable data.
- Internal supervisory coordination meetings.
- Clarified and expanded enforcement activities through the determination process.
- Assistance to public agencies in the development and implementation of general supervisory activities.

**Previously identified noncompliance (from FFY 2006):**

Of the seven findings of noncompliance that remained uncorrected by the time of submission of the previous APR, two are corrected. Of the five that remain open, four are from the local school system under a court ordered consent decree. Four of the five show steady improvement verified through progress monitoring. The two systems involved receive intensive oversight, verification, and on-going monitoring. Both systems have grant funds directed toward correction of noncompliance.

Many activities have contributed to the increase in the rate of correction. MSDE has also developed and implemented a Statewide Online IEP and process guide that addresses compliance with requirements for IEP development, review, and revision, and places significant emphasis on parent involvement. In addition, the Statewide Online IEP supports coordinated data collection. Scheduled meetings and/or teleconferences with directors of special education, public agency personnel, data managers, advocacy groups, parents, and others contribute to increased knowledge of regulatory requirements and attention to compliance. Additional refinements in the State's general supervisory activities, such as targeted technical assistance and progress monitoring also contribute to the climate of regulatory compliance.

Correction of noncompliance within timelines was also improved through expanded interaction of public agency and MSDE program/monitoring staff that resulted in more targeted technical assistance to address and correct identified noncompliance as soon as possible. MSDE program/monitoring staff increased the frequency of follow-up contacts and oversight to ensure correction of noncompliance based on the data, determination status, and identified needs of the public agency.

MSDE's priority is to address any noncompliance that has not been corrected within required timelines. Enforcement actions are identified for those agencies that do not correct noncompliance within the required timelines. Public agencies in this category are provided with sources of technical assistance for improvement and specific direction regarding required documentation, data, and timelines for submission of progress reports. Identified agencies are also required to participate in regularly scheduled meetings to review implementation strategies, evidence of progress, and make any necessary adjustments to plans for improvement.

Through MSDE's increased support, technical assistance, and emphasis on accountability, public agencies continue to demonstrate improved performance. As a result, substantial improvement to the rate of correction was noted in one public agency with multiple findings of noncompliance. Another public agency, under a court ordered consent decree, continues to be challenged in the correction of systemic noncompliance, but has demonstrated improvement, as well. MSDE continues to provide an enhanced level of support to this agency that includes the directed use of funds, onsite oversight, and the targeted review of policies, procedures and student records. MSDE is conducting a strategic review of technical assistance and monitoring activities to this agency to identify strategies and practices that will result in the correction noncompliance.

Based on a review of the SPP, all activities with specific timelines have been implemented. The completion of these have had a positive impact on the rate of correction and the collection and reporting of data. Activities marked as ongoing will continue as each represent best practices in general supervision.

#### **Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

As a follow-up to Maryland's FFY 2006 SPP/APR submission, OSEP notified Maryland in a letter dated June 6, 2008 that Maryland was in need of assistance for a second year in a row. The specific factor affecting OSEP's determination of needs assistance was that the State reported 84% compliance for Indicator 15. OSEP advised the State of available sources of technical assistance related to Indicator 15 (timely correction of noncompliance). Maryland is required to report on: 1) the technical assistance sources from which the State received assistance; and 2) what actions the State took as a result of that technical assistance.

MSDE receives ongoing assistance from the following resources that include, but are not limited to:

- OSEP conferences
- OSEP conference calls
- OSEP staff
- FFRC and other regional centers

## APR Template – Part B (4)

Maryland  
State

- Consultation with Mid-South Regional Resource Center
- SPP/APR calendar and resources
- State Special Education websites
- National Association of State Directors of Special Education
- Building the Legacy: IDEA 2004
- CADRE website and conference
- Consultation with Alan Coulter
- Contacts and conferences related to specific indicator areas (reflected in indicator write-ups)
- Legal Resources Publications/ Special Education Connections

As a result of the information and technical assistance obtained through these resources, the MSDE has developed an SPP/APR calendar and implemented other internal processes. Information obtained informed MSDE's continued efforts to improve its system of general supervision and identify best practices in the correction of noncompliance, achievement of the required outcomes and reporting practices.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of all complaint investigations are completed within the required timelines.

**Actual Target Data for FFY 2007: 100% - Target Met.**

Please refer to attached Table 7. MSDE issued 78 letters of findings; 76 were reports issued within timelines, and 2 reports were issued within timelines that were extended for exceptional circumstances with respect to a particular complaint.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

In order to achieve 100% compliance, which is an improvement of 1 percentage point since the last reporting period, MSDE continues to implement all current improvement activities identified in the State Performance Plan. These include ongoing efforts to recruit and retain qualified staff and continued emphasis on and participation in professional development activities.

MSDE has emphasized the importance of early dispute resolution, consistent with IDEA 2004, and provides staff development activities for MSDE staff, public agency staff, and advocates regarding requirements of IDEA and special education law. Further, MSDE has continued to support the facilitated IEP meeting pilot project, and ten (10) public agencies are now participating.

**Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

MSDE accessed technical assistance from the following resources:

- *IDEA Building the Legacy* website including resources, links, and topical briefs
- OSEP National Accountability and Leadership Conferences
- CADRE resources

## APR Template – Part B (4)

- Mid-South Regional Dispute Resolution Conference
- OSEP TA calls
- Annual LRP conference *Legal Issues in Special Education*
- LRP publications, including *Special Education Connection*
- Resources from other state agencies

These resources, especially those provided by OSEP, Mid South Regional Resource Center (MSRRC) and CADRE, were used to support activities that included professional development and review and revision of MSDE's dispute resolution procedures. These resources were a factor in meeting the target.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:**

Based on MSDE's review of performance data and the implementation activities, MSDE recommends the following revisions to Indicator 16 Improvement Activities for FFY 2008:

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
Review and revise, as appropriate complaint resolution procedures to ensure consistency with IDEA 2004 and its implementing regulations.  <b>COMPLETED</b>	July 1, 2005 - June 30, 2006	DSE/EIS staff OSEP Contact MSRRC Contact AG Office	Activity is complete
Recruit and retain qualified personnel needed to ensure complaint investigations are conducted within proper timelines.	(July 1, 2005 – June 30, 2006)  Change to ongoing through February 2012  <b>REVISED</b>	DSE/EIS staff HR Staff	Activities need to continue on an ongoing basis
Provide professional development to DSE/EIS staff to ensure staff members are properly trained and knowledgeable of the requirements of IDEA 2004 and State special education law.	(Annually)  Change to ongoing through February 2012  <b>REVISED</b>	DSE/EIS Staff MSRRC Contact AG Office	Activities need to continue on an ongoing basis

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of all due process hearings are completed within the required timelines.

**Actual Target Data for FFY 2007: 100% - Target Met**

Please refer to attached Table 7. MSDE met the target. During this reporting period 28 hearing requests were fully adjudicated. All of the 28 hearing decisions were issued within timelines. 14 were issued within the 45 day timeline and 14 were issued within a timeline that was properly extended by the hearing officer.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE continues to implement all improvement activities to ensure hearing decisions timelines are met. In addition to the ongoing review of the data collected, MDSE holds regular meetings with Office of Administrative Hearings personnel to review the data and to identify and address barriers that may impact the timeliness of decisions.

MSDE continues to provide professional development to Administrative Law Judges (hearing officers) and Office of Administrative Hearings staff on legal issues and updates to federal and state requirements. These activities have been effective to ensure that timelines are met.

**Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

Information obtained through technical assistance resources included the following:

- *IDEA Building the Legacy* website including resources, links, and topical briefs
- OSEP National Accountability and Leadership Conferences
- CADRE resources

## APR Template – Part B (4)

- MSRRC Dispute Resolution Conference
- OSEP Part B SPP TA calls
- Annual LRP conference *Legal Issues in Special Education*
- LRP publications, including *Special Education Connection*
- Resources from other state agencies

Utilization of these resources assisted this office in providing staff development activities and technical assistance to ensure that timelines were met-

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:**

Based on MSDE's review of performance data and the implementation activities, MSDE recommends the following changes to Indicator 17 Improvement Activities from the SPP:

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
Meet on a quarterly basis with Office of Administrative Hearings personnel to review the timeliness of hearing decisions and the effectiveness of the system to ensure that timeline requirements are met.  <b>REVISED</b>	Ongoing	MSDE staff, staff from State Assistant Attorney General's office and staff from the Office of Administrative Hearings	Quarterly meetings are necessary to ensure the target is met.
Evaluate each ALJ (Administrative Law Judge) performance on the timeliness of their decisions.  <b>DELETED</b>	Ongoing	Office of Administrative Hearings staff	The review of timeliness of decisions is part of the quarterly administrative review that is addressed through another improvement activity (Refer to the first improvement activity above)

Part B State Annual Performance Report (APR) for FFY 2007

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	64 – 75% of all resolution meetings conducted will result in a settlement agreement.

**Actual Target Data for FFY 2007: 65% - Target Met.** Please refer to attached Table 7. Of the 94 resolution meetings held, 61 resulted in a settlement agreement.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE is implementing the improvement activities identified in the SPP. MSDE continues to support the use of resolution meetings as an effective means of resolving disputes prior to a due process hearing. In order to support public agencies' implementation of this process, MSDE has provided ongoing technical assistance to public agency personnel.

**Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

Information obtained through technical assistance resources included the following:

- *IDEA Building the Legacy* website including resources, links, and topical briefs
- OSEP National Accountability and Leadership Conferences
- CADRE resources
- Mid-South Regional Dispute Resolution conference
- OSEP TA calls
- Annual LRP conference *Legal Issues in Special Education*
- LRP publications, including *Special Education Connection*
- Resources from other state agencies

MSDE utilized the information available through these resources to support ongoing efforts to improve the due process hearing resolution process, to meet the required target and improve results for students and families

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:** Not Applicable

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	Maintain 75 – 85% rate of mediations that result in mediation agreements.

**Actual Target Data for FFY 2007: 73% - Target Not Met**

Please refer to attached Table 7.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE reports that progress toward meeting this target has increased by 5 percentage points since last year. While MSDE did not reach the target, performance is within 2 percentage points of the target.

MSDE has implemented the improvement activities stated in the SPP. These include regular data review with OAH staff, support for staff development and mediator training.

MSDE has also developed a mediation survey for participants in the mediation process. The information gathered from these surveys is being reviewed to assist in identifying and addressing barriers that may impact the reaching of agreements.

MSDE continues to promote the use of mediation while recognizing that not all mediations will result in a mediation agreement.

**Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:**

MSDE accessed the following technical assistance information:

- *IDEA Building the Legacy* website including resources, links, and topical briefs
- OSEP National Accountability and Leadership Conferences
- CADRE resources
- MSRRC Dispute Resolution Conference
- OSEP TA calls

## APR Template – Part B (4)

- Annual LRP conference *Legal Issues in Special Education*
- LRP publications, including *Special Education Connection*
- Resources from other state agencies

Utilization of these resources assisted this office in providing staff development activities, technical assistance, and in the development of the mediation survey. This information also enhanced efforts to improve the rate of mediations that resulted in mediation agreements.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007** *[If applicable]:*

In order to continue improvement, MSDE proposes a new improvement activity to Indicator 19 Improvement Activities from SPP

Improvement Activities	Timelines	Resources	Justification
<p>MSDE is disseminating a mediation survey to participants in the mediation process to assist MSDE in determining the factors that contribute to reaching a mediation agreement. This will be an ongoing activity with data review and analysis that will occur on a quarterly basis.</p> <p><b>NEW ACTIVITY</b></p>	<p>Ongoing</p>	<p>Division of Special Education /Early Intervention Services staff, Office of Administrative Hearings staff</p>	<p>MSDE has demonstrated improvement but has not met the target. The data obtained through the survey will be utilized by MSDE and Office of Administrative Hearings staff to identify strategies for improvement.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

**Overview of the Annual Performance Report Development:**

Please refer to the Overview, pages 1-2.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	100% of State reported 618 data and annual performance reports are accurate and submitted on or before due dates.

**Actual Target Data for FFY 2007: 100% - Target Met**

Please refer to “Attachment 2 – Part B Indicator 20 Data Rubric”

The goal remains 100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.

**Revisions to FFY 2006 - Table 6 – Please refer to Indicator 3**

The U. S. Department of Education advised MSDE that in FFY 2006, MSDE submitted AYP Assessment data rather than Performance Data for Defects file submissions and CSPR reporting. The Division of Accountability and Assessment interpreted the EDFacts file specification documents as requiring AYP results. MSDE corrected this through a re-submission of EDFacts files N003, N004, N075, N077, N081 and N093. Correcting the EDFacts Files ensures the trend data within EDFacts is consistent with Maryland's data and provides for accurate comparisons to other states. Making this change ensured that our 2008 file submissions were accurate.

The data system incorporates a variety of information from other MSDE offices. MSDE procedures for data collection are clearly delineated in MSDE data collection manuals to address the specific data collection and reporting requirements of the Department. This Division collaborates with staff members from the Division of Accountability and Assessment, the Division of Instruction, and the

Division of Student, Family and School Support to collect, disaggregate, analyze, report, and/or develop new data collections, as determined appropriate, to ensure data on students with disabilities required in accordance with IDEA are accurate, valid, and reliable.

Data on students with disabilities is located in different data collection sets. The access to newly collected disaggregate data on students with disabilities has allowed for the cross-referencing of data reports between different data sets. Presently relational links are being developed for:

- The incorporation of Unique Student ID numbers that will allow cross-referencing between all data sets including Assessment.

Most local school system and public agency special education data collection elements are collected as a part of the daily information management for all students. Department of Juvenile Services (DJS), Adult Correction Education (ACE), and Maryland State Department of Education Juvenile Correctional Education Program (MSDE/JCEP) have overcome their security issues and have begun utilizing the Maryland Statewide Online IEP system.

The Special Services Information System presently functions as a centralized data submission for Section 618 data. Personnel data are collected annually in Excel spreadsheets. Section 618 data are submitted via a secure server file transfer of data from local school systems and public agencies, including Maryland State Department of Education Juvenile Correctional Education Program (MSDE/JCEP), Department of Juvenile Services (DJS), Adult Corrections Education (ACE), Maryland School for the Blind (MSB), and Maryland School for the Deaf (MSD) who monitor and verify their data collection systems at the local level. Most public agency special education data collection elements are collected as a part of the daily information management for all students.

Ten local school systems and five public agencies utilizing the Maryland Statewide Online IEP system have data transmitted nightly to the Special Services Information System (SSIS). Fourteen local school systems utilize electronic file transfers twice a year to an MSDE secure server for web-based data submission of the annual child count, census data, and exit data. Personnel data continue to be collected annually in Excel spreadsheets. MSDE is collecting pilot data quarterly from local school systems/public agencies utilizing the Maryland Statewide Online IEP.

Accuracy of the data is dependent upon the accuracy of the submitted school level data. Questions and discrepancies in the data are always verified by MSDE staff with the local school system/public agency. The local school system/public agency SSIS Data Manager corrects errors and resubmits the entire data file to MSDE to ensure that corrections are made in both the database and the error file. The new mdssis.org system allows two methods of data submission:

- Data submitted as one large file and then corrected and resubmitted; or
- Data submitted as a large file and error records are held in a suspense file until the local school system/public agency corrects the errors online. Once corrected records are accepted local school system/public agency can extract the corrected file and repopulate the local school system/public agency system with the corrected records.

Data on students with disabilities is submitted electronically from local school systems and public agencies. Each local school system/public agency is responsible for submitting data for each student using an electronic file transfer over a secure server website. Each of the data elements contained on the SSIS records are required and must be accurately maintained. The database consists of two types of records: the SSIS Student Record that contains student demographic information; and the SSIS Service Record that contains information about the services provided to the student. Twice a year local school systems and public agencies are required to submit an electronic file of SSIS data. These data submissions are for the last Friday of October Census Data, including the annual child count, and the June 30 Exit data. Local school system and public agencies using the Maryland Statewide Online IEP system are submitting data on a nightly basis. Local directors of special education are responsible for supervising the accurate and timely entry of data. The data manager

within each local school system/public agency is responsible for accurate and timely data submissions of records through an electronic file transfer into the MSDE secure server.

The following processes and procedures are in place to ensure reliability of the data system.

- The Special Services Information System secure server is available 24 hours a day for file submissions. The secure server is backed up nightly and replicated off-site. Files posted are reviewed and edited daily.
- Files are loaded into the database which resides on a secure network and is backed up nightly using Storage Area Network (SAN) Disk.
- Part B Data Managers and other MSDE staff are available to provide support when needed.
- The Special Services Information System Manual Appendix provides detailed information for local school systems and public agencies to build mechanisms within their systems for data accuracy.

MSDE runs edit reports of the files for the local school systems and public agencies to correct and resubmit their files to MSDE.

- Upon receipt of the Special Services Information System data, each record is edited to be certain that the record is complete and valid codes have been used.
- MSDE generates a report of the total count of active or exited students (October and June collections, respectively) for each local school system/public agency.
- Each local school system/public agency data manager receives a copy of the report for review and verification.

In the event that discrepancies are found, the local school system/public agency makes corrections and resubmits the entire file or utilizes the option to correct and resubmit error records. MSDE produces an updated summary report and returns this to the local school system/public agency for review and signature. During the annual child count collection, MSDE produces two additional reports for the Superintendent's signature. One report lists students who have Individual Education Programs developed more than 13 months prior to the last Friday of October. The second report lists the number of students who have not had a re-evaluation for more than three years. Local school systems and public agencies utilizing the Statewide Online IEP are able to administer data on a daily basis, therefore, error correction is more timely and manageable.

To ensure validity, the MSDE Special Services Information System manual provides data standardization for definitions and provides system edits similar to those suggested system edits provided by WESTAT. Validity of the data and consistency with OSEP data instructions is ensured throughout the data collection process by a number of practices and safeguards including edits built into the data collection system, such as data definition edits (what values are put in what fields), out-of-range edits, cross-field or relationship edits, and checks to ensure that all local school systems and public agencies submit data.

- MSDE regularly revises the Special Services Information System Manual according to State and/or Federal regulations. The Manual is distributed at Data Manager Meetings, placed on the MSDE web site, and is also sent to each local school system/public agency electronically.
- MSDE produces the Census Publication and Related Tables from the data system which contains multiple tables and is posted on the MSDE web site. An additional internal report produced is the 5% Analysis Report which highlights any local school system/public agency with 5% or more population increases.

- MSDE uses the WESTAT Verification Reports to flag large changes in the data. Data is disaggregated to determine which local school system/public agency is involved. When disaggregated data is suspect, MSDE contacts the local director of special education. Directors of special education and MSDE staff work together to validate the data. The local school system/public agency provides MSDE the reasons for large changes in data and that information is analyzed at MSDE and provided to WESTAT.

MSDE annually conducts an audit that compares Special Services Information System to Exit Data from each local school system/public agency. The students are matched by using the student's social security number or Unique Student ID, if available, as the link between two data collections. MSDE required local school systems and public agencies to explain/revise data following an analysis of the students who were described as exited in the Special Services Information System Exit Count, yet also reported as receiving services in the next Special Services Information System Child Count Data. After reviewing, the local school system/public agency is required to provide to MSDE a letter of summary analysis of findings for each category. All student records referenced in the detailed report provided to the local school system/public agency may be included in a random audit of these records.

MSDE reviews records to support 618 data collections. MSDE annually monitors student records for IEPs that were more than 13 months prior to the last Friday of October and for students who have not had a re-evaluation for more than three years. Sampling is not used for the child count. However, sampling may be used for monitoring purposes. Local school system/public agency data systems are student level systems and sampling may be required for audits and record reviews.

MSDE Division of Budget and Management routinely audits local school system/public agency data to determine whether: (1) students included on the State Aid for Special Education report are eligible; (2) applicable laws and regulations are complied with governing State Financial Assistance under Special Education Grant; and (3) accurate data is reported in claiming State funds.

The alignment between Department policy and the use of data is evident. MSDE has a history of providing accurate student level data on public school students, including students with disabilities. MSDE has provided accurate and timely data to OSEP and WESTAT and has responded within timelines to WESTAT'S data validation process comparing significant year-to-year changes in data collections.

Each local school system/public agency reported all required special education data for FFY 2007 (July 1, 2007 – June 30, 2008). The submission dates were within the OSEP timeline requirements. MSDE will continue to provide technical assistance to local school systems and public agencies to facilitate timely accurate data submission. The validity and reliability of student level data are high. MSDE uses validation rules to ensure that Special Services Information System child count data records are error free. Validations include: element level (e.g., dates within ranges), cross element level (e.g., grade X age relationship be consistent with acceptable age range for each grade), and agency level (e.g., duplications between or among agencies, types of internal validation routines).

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

MSDE completed all activities with the exception of those marked annually or ongoing.

Data submissions for the Enhanced Special Services Information System comes from local school systems and public agencies and is received from two possible sources: Maryland's Statewide Online IEP System (which provides data nightly); and vendor based IEP systems (which submit data to MSDE two times a year).

## APR Template – Part B (4)

Maryland  
State

In order to provide additional opportunities for local school systems and public agencies to submit accurate and timely data MSDE is researching the feasibility of developing a web-based data entry system to report Indicators 11 and 12 data to MSDE.

Annually, local school systems and public agencies participate in the Quality Assurance and Monitoring Office's monitoring of data collection and reporting activities.

### Technical Assistance Sources from which the State Received Assistance, and What Actions the State took as a Result of that Technical Assistance:

MSDE attends EAC and national data manager meetings. Information disseminated at these meetings is provided to data managers at the bi-annual data managers meetings.

### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Improvement Activities	Timelines	Resources	Justification
Linkage of data from the Maryland Infants and Toddlers Program (MITP) data collection on children, birth to three years old, to SSIS for students with disabilities, ages three through 21 years old	June 2007 through February 2012  <b>REVISED</b>	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education MITPPS Preschool Staff DSE/EIS Staff Center for Technology in Education DataLab USA	Unable to complete the activity as previously specified because of a need to revise the length of the first name field. MSDE revised the requirement .after the October 31, 2008 child count data was finalized.
It is anticipated that MSDE will continue to use Excel forms to collect data on children served under Part C transitioning into Part B through FFY 2007 (2007-2008).	July 2006 through February 2012  <b>REVISED</b>	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education MITPPS Preschool Staff DSE/EIS staff	The continued use of Excel Spreadsheets, in conjunction with data submissions, assists in the verification of data accuracy.