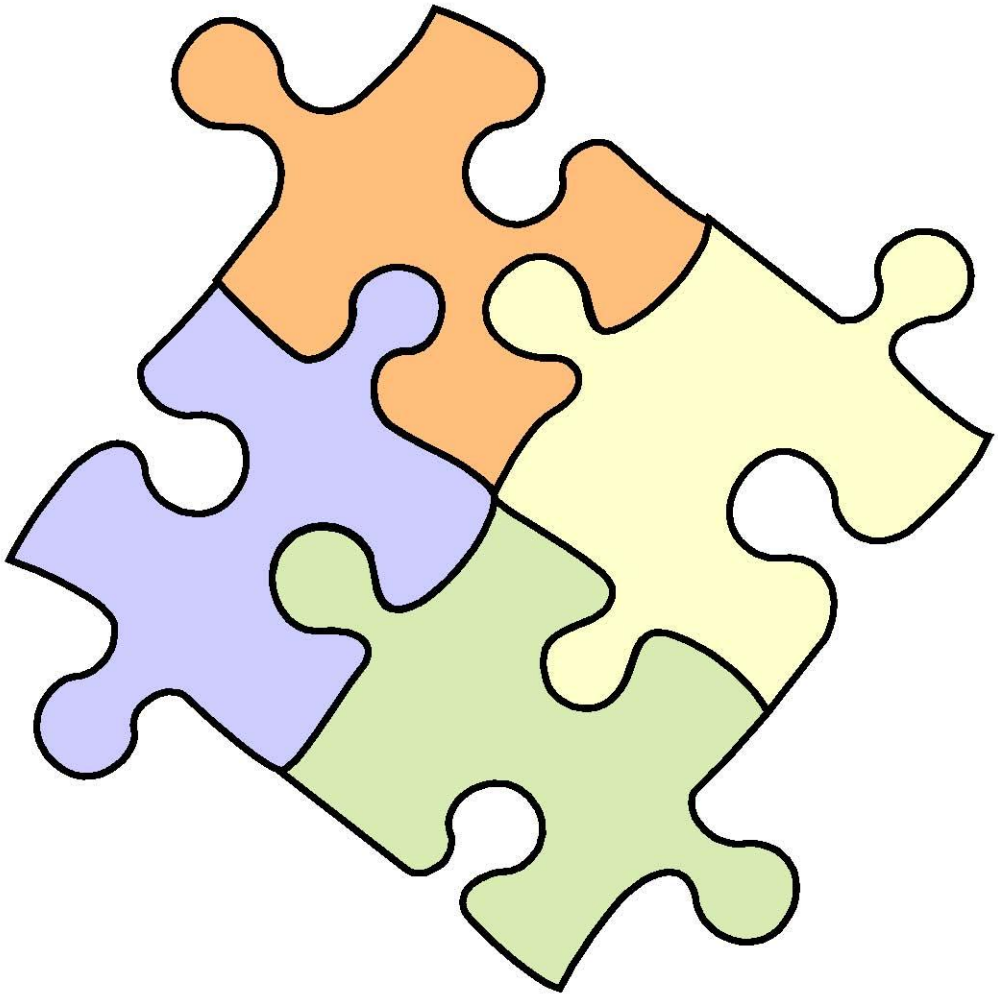
MARYLAND
STATE PERFORMANCE PLAN
Part B
FFY 2005 - FFY 2012



Maryland State Department of Education
Division of Special Education/Early Intervention Services
Revised April 13, 2012

Table of Contents

Table of Contents **i**

Executive Summary **1**

Overview of Development of FFY 2010 State Performance Plan (SPP)/Annual Performance Report (APR) **4**

Maryland State Department of Education Acronyms Chart ……. **7**

Indicator 1 Graduation with a Regular High School Diploma……. **20**

Indicator 2 Dropout…….. **31**

Indicator 3 Participation and Performance on Statewide Assessments……. **36**

Indicator 4 Rate of Suspension and Expulsion ……..…… **63**

Indicator 5 School Age LRE……..……..…… **72**

Indicator 6 Preschool LRE……..……. **81**

Indicator 7 Child Outcomes …….. **86**

Indicator 8 Parent Involvement ……..……..……. **105**

Indicator 9 Disproportionate Representation (Race & Ethnicity) ……..……. **112**

Indicator 10 Disproportionate Representation (Race, Ethnicity & Disability) ……..……. **120**

Indicator 11 Initial Evaluation ……..……. **130**

Indicator 12 Transition for Part C to Part B ……..…….. **137**

Indicator 13 Secondary Transition–Correction of Noncompliance ……..….. **143**

Indicator 14 Post-School Outcomes ……..…….. **149**

Indicator 15 General Supervision ……. **158**

Indicator 16 State Complaints ……... **170**

Indicator 17 Due Process Complaints ……. **175**

Indicator 18 Resolution Sessions ……. **179**

Indicator 19 Mediations …… **182**

Indicator 20 State Reported Data……..……. **186**

Maryland State Performance Plan

Maryland State Department of Education
Division of Special Education/Early Intervention Services

Executive Summary

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 added a new requirement for Maryland to develop and submit a State Performance Plan (SPP) for IDEA Part C services for children, birth through age two years old, and their families and IDEA Part B services to children with disabilities, ages three through 21 years old, to the United States Department of Education, Office of Special Education Programs (OSEP) no later than December 2, 2005. The purpose of the SPP is to enable OSEP and the Maryland State Department of Education (MSDE) to monitor and enforce the implementation of the IDEA Part C and Part B through general supervisory oversight responsibilities and the performance of local Infants and Toddlers Programs (LITPs) and public agencies on the respective SPP indicators [20 U.S.C. §1416(a)(1)(A) and (B)].

OSEP will use Maryland's IDEA Part C SPP and IDEA Part B SPP to evaluate the State's implementation of IDEA and efforts to improve performance [20 U.S.C. §1416(b)]. In turn, MSDE is required to monitor LITPs and public agencies responsible for the provision of early intervention services to infants and toddlers with disabilities and their families and special education services to students with disabilities to enforce the implementation of IDEA [20 U.S.C.§1416(a)]. The ultimate goal of IDEA is to improve the educational results and functional outcomes for all infants and toddlers, children, and youth with disabilities under IDEA in order to ensure the provision of early intervention services and a free appropriate public education (FAPE) designed to meet the unique needs of infants, toddlers, children, youth, and their families to prepare our children and youth for further education, employment, and independent living [20 U.S.C. §1401(d)]. OSEP developed a set of quantifiable indicators for both Part C and Part B to measure the performance of states in their efforts to accomplish this goal [20U.S.C.§1416(b)(2)].

Part C Indicators –Maryland Infants and Toddlers Program

The two priority areas and SPP indicators for IDEA Part C are as follows:

I. Early Intervention Services in Natural Environments

1. Receipt of Early Intervention Services in a Timely Manner
2. Receipt of Early Intervention Services in the Home or Programs for Typically Developing Children.
3. Demonstration of Improved:
   - A. Positive social-emotional skills (including social relationships);
   - B. Acquisition and use of knowledge and skills (including early language/ communication); and
   - C. Use of appropriate behaviors to meet their needs.
4. Demonstration of Family Participation and Benefit:
   - A. Families know their rights;
   - B. Effectively communicate their children's needs; and
   - C. Help their children develop and learn.

II. Effective General Supervision

5. Child Find: Birth to age one
6. Child Find: Birth to age three
7. Evaluation. Assessment and an Initial IFSP Meeting within 45-day Timeline.

8. Timely Transition Planning to Support the Child's Transition to Preschool and other Appropriate Community Services
9. Effective General Supervisory System
10. Timely Resolution of Written Complaints
11. Timely Resolution of Due Process Hearings
12. Resolution Sessions
13. Mediation Agreements
14. Timely and Accurate Data Submissions

Part B Indicators – Students with Disabilities, Ages Three – 21 Years Old

The three priority areas and SPP indicators for IDEA Part B are as follows:

I. Provision of a Free Appropriate Public Education in the Least Restrictive Environment
1. Graduation of Students with Disabilities with a Regular High School Diploma
2. Dropout of Students with Disabilities
3. Participation and Performance of Students with Disabilities on Statewide Assessments
4. Suspension and Expulsion of Students with Disabilities
5. Provision of Services to Students, ages 6 – 21, in the Least Restrictive Environment
6. Provision of Services to Preschool Students with Disabilities, ages 3 – 5, in Settings Designed for Typical Peers
7. Improved Results for Preschool Students with Disabilities
8. Parent Involvement

II. Disproportionality
9. Disproportionate Ethnic/Racial Representation in Special Education and Related Services as a result of Inappropriate Identification
10. Disproportionate Ethnic/Racial Representation by Specific Disability Categories as a result of Inappropriate Identification

III. Effective General Supervision
11. Child Find
12. Transition from IDEA Part C to IDEA Part B by Age Three
13. Secondary Transition Goals and Services to Meet Post-Secondary Goals
14. Post- Secondary Outcomes One Year Following High School
15. Effective General Supervisory Systems
16. Timely Resolution of Written Complaints
17. Timely Resolution of Due Process Hearings
18. Resolution Sessions
19. Mediations
20. Timely and Accurate Data Submissions.

State Performance Report Development

MSDE is required to establish measurable and rigorous targets for each Part C and Part B indicator within their respective priority areas. The targets are to be used to analyze the performance of LITPs and public agencies in implementing IDEA Part C or IDEA Part B [20 U.S.C.§1416(b)(2)(A) and (C)]. MSDE is required to make the Part C and Part B SPP and the Annual Performance Reports (APRs) available through public means, including posting the SPPs and subsequent APRs on the MSDE website, and distribute information to the media, public agencies, and LITPs. MSDE is also required to report to the public on the performance of each LITP and public agency on the targets of the Part C SPP and Part B SPP following the submission of the Part C and Part B APRs, beginning in February 2007.

The conference report to HR 1350 includes Congress' expectation that the State's SPP indicators and targets be developed with broad stakeholder input and public dissemination. For IDEA Part

C, the MITP staff in the MSDE, Division of Special Education/Early Intervention Services developed the Part C SPP in collaboration with the State Interagency Coordinating Council (SICC) and representatives of LITPs.

In developing the Part B SPP, staff members from across the six branches of the Division of Special Education/Early Intervention Services were assigned lead responsibility for 20 internal teams to correspond to the 20 Part B SPP indicators. Each team was expected to gather, analyze and interpret the data, and review available information regarding potential issues related to policies, procedures, and practices that may influence or explain the data. Draft information and data sources for each SPP indicator were developed for presentation to the following stakeholder groups:

- Special Education State Advisory Committee (SESAC)
- Local Directors of Special Education
- IDEA Partnership Team
- State Interagency Coordinating Council (SICC) [Indicators # 6, 7, 8, and 12].

In October 2005, as part of the annual Early Intervention/ Special Education Leadership Conference, MSDE provided a comprehensive overview of the Part C and Part B SPP to LITP Directors, local directors of special education, SESAC members, SICC members, and guests. The presentation outlined the IDEA 2004 requirement and the role of local early intervention systems and public agencies to publicly report on the performance of each local early intervention system and public agency annually.

In OSEP Memorandum 11-4, dated November 22, 2010, OSEP informed states of the SPP/APR submission requirements for February 1, 2011. This submission requires states to extend the SPP/APR for an additional two fiscal years, FFY 2011(2011-2012) and FFY 2012 (2012-2013). This revised SPP specifies, for each indicator, annual targets (reflecting improvement over the State's baseline data for that indicator), and improvement activities for each through FFY 2012 (July 1, 2012 through June 30, 2013.

Summary

MSDE is committed to effectively reporting and disseminating the SPP to local superintendents of schools, local directors of special education in each public agency, local directors of LITPs, Parents' Place of Maryland, Inc., Families Involved Together, Inc., SICC members, SESAC members, IDEA Partnership Team members, and the public as required by law. Additionally, the SPP will be posted on the MSDE Web site and annual presentations regarding the performance of the State and its public agencies on SPP targets will occur at State leadership meetings

MARYLAND'S FFY 2010 (2010 – 2011)
STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT

Overview of Development of the FFY 2010
State Performance Plan and Annual Performance Report

The attached documents are the Maryland State Department of Education's (MSDE) FFY 2010 (2010 – 2011) State Performance Plan/Annual Performance Report (SPP/APR). The APR provides the data and information required in accordance with the Part B SPP/APR Instruction Sheet provided by the Office of Special Education Programs (OSEP) dated November 22, 2011.

The MSDE identified staff from across the six branches within the Division of Special Education/Early Intervention Services (hereafter referred to as the Division) and formed internal division 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 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, 8, and 12]

The FFY 2010 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 2010 SPP/APR will also be made available to various media, consistent with the MSDE dissemination of other written material. Upon the OSEP approval of the FFY 2010 SPP/APR, copies will be sent to local superintendents of schools, local directors of special education in each local school system and public agency, the SESAC members, and the Parents' Place of Maryland, Inc.

The 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://mdideareport.org or http://www.marylandpublicschools.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. The public may see progress and slippage through a combination of tables and graphs populated on the website. This site also includes the OSEP's annual State determination, and the MSDE's annual local school system determinations.

On October 12, 2011 the preliminary SPP/APR data regarding the activities for each indicator and progress and/or slippage were presented at the annual Fall Special Education Leadership Conference in a presentation entitled, "The State of the State." Attendees at this conference included the IDEA Part B local directors of special education, Part C local lead agencies, members of the SESAC and SICC, advocates, and parents.

Stakeholder input regarding revision and implementation of the SPP/APR were gathered on September 22, 2011, November 17, 2011 and January 26, 2012 at public meetings of the SESAC. At those meetings, data were shared concerning the current status of SPP/APR Indicators. On September 22, 2011, information was shared with the members of the SESAC, about the overall SPP/APR, State determination by OSEP, State local determinations, Indicator 4A, Suspension and Expulsion, Indicator 5 LRE, Indicator 8 Parent Involvement, Indicator 11 Initial Evaluation, Indicator 12 Transition from Part C to

Part B, and Indicator 13, Secondary Transition. At the SESAC meeting on November 17, 2011, information was shared for input on Indicator 4B Suspension and Expulsion by Race/Ethnicity and Disability, Indicator 9 Disproportionality (Identification/ Race/Ethnicity), Indicator 10 Disproportionality (Identification/ Race/Ethnicity and Disability Category), Indicator 15 General Supervision, Indicator 16 State Complaints, Indicator 17 Due Process Complaints, Indicator 18 Resolutions, Indicator 19 Mediations, and Indicator 20, State Reported Data. On January 26, 2012 information was shared and discussed for input on the remaining indicators: Indicator 1 Graduation, Indicator 2 Dropout, Indicator 3 Assessment, Indicator 7, Preschool Outcomes, and Indicator 14 Post School Outcomes. Additionally, the results of the Mid-South Regional Resource Center (MSRRC) review of the draft FFY 2010 SPP/APR submission were shared.

The review and preparation of the FFY 2010 APR led to the discussion of the significant amount of acronyms used throughout the report. It was determined that providing a list of the acronyms used would be of great benefit to the reader. The acronyms list may be found immediately following this overview.

Maryland's FFY 2010 Part B APR contains actual target data and other responsive APR information for:

- **Indicator 1** (pages 6-12)
- **Indicator 2** (pages 13-16)
- **Indicator 3** (pages 17-31)
- **Indicator 4A** (pages 32-38)
- **Indicator 4B** (pages 39-42)
- **Indicator 5** (pages 44-47)
- **Indicator 7** (pages 48-53)
- **Indicator 8** (pages 54-62)
- **Indicator 9** (pages 63-66)
- **Indicator 10** (pages 67-72)
- **Indicator 11** (pages 73-77)
- **Indicator 12** (pages 78-83)
- **Indicator 13** (pages 84-87)
- **Indicator 14** (pages 88-95)
- **Indicator 15** (pages 96-107)
- **Indicator 16** (pages 108-109)
- **Indicator 17** (pages 110-111)
- **Indicator 18** (pages 112-113)
- **Indicator 19** (pages 114-115)

- **Indicator 20** (pages 116-122)

In accordance with FFY 2010 SPP/APR instructions, Maryland need not report on Indicator 6. In addition to information submitted in the SPP/APR, the following documents are attached to the end of the document:

- **Attachment 1** FFY 2010 Indicator 3 Report of Participation and Performance of Students with Disabilities on Statewide Assessments – Table 6 (pages 123-142)
- **Attachment 2** FFY 2010 Indicator 8 Parent Surveys (pages 143-151)
- **Attachment 3** FFY 2010 Indicator 15 Worksheet (pages 152-156)
- **Attachment 4** FFY 2010 Indicators 16-19, Table 7 Dispute Resolution (pages 157-158)
- **Attachment 5** FFY 2010 Indicator 20 Scoring Rubric (pages 159-162)

A revised copy of Maryland's FFY 2005-2012 State Performance Plan is also attached. The revisions, noted in red, include an updated overview, indicators, baselines, targets, measurements, improvement activities, timelines, and resources, as applicable.

As a follow-up to Maryland's FFY 2009 SPP/APR submission, the OSEP notified Maryland in a letter dated June 20, 2011 that Maryland determination was Meets Requirements. The OSEP's determination "is based on the totality of the State's data and information including the State's FFY 2009 APR and revised SPP, other State-reported data, and other publicly available information." Specific factors affecting the OSEP'S determination that Maryland meets requirements under IDEA section 616(d) included, "(1) Maryland provided valid and reliable FFY 2009 data reflecting the measurement for each indicator; (2) Maryland reported high levels of compliance or correction for Indicators 9, 10, 11, 12, 15, 16, 17, and 20; and (3) Maryland reported under Indicator 15 both a high level of compliance in timely correcting FFY 2008 findings of noncompliance consistent with the OSEP memorandum 09-02, dated October 17, 2008."

Please contact Marcella Franczkowski, Assistant State Superintendent, Division of Special Education/Early Intervention Services at 410-767-0238 or at mfranczkowski@msde.state.md.us for information related to Maryland's SPP/APR.

Maryland State Department of Education Acronyms Defined

ACE	Adult Correction Education
AMO	Annual Measurable Objective
ASAPBINCLTOY	As Soon As Possible But In No Case Later Than One Year
ASES	Assessing Special Education Students
BTE	Bridge to Excellence
CAP	Corrective Action Plan
CCSSO	Council for Chief State School Officers
COMAR	Code of Maryland Regulations
CTE	Career and Technology Education
DAADS	Division of Accountability, Assessment, and Data Systems
DAC	Data Accountability Center
DCCR	Division of Career and College Readiness
DDA	Developmental Disabilities Administration
DECD	Division of Early Childhood Development
DJS	Department of Juvenile Services
DLLR	Department of Labor Licensing and Regulations
DOI	Division of Instruction
DORS	Division of Rehabilitation Services
DSE/EIS	Division of Special Education/Early Intervention Services
ECAS	Early Childhood Accountability System
EIPA	Educational Interpreters Professional Assessment
EMCIR	Enhanced Monitoring for Continuous Improvement and Results
HALB	Hearing Aid Loan Bank
HSA	High School Assessment
IQUIS	IEP Quality Indicator Scale
ITC	Interagency Transition Council
JHU/CTE	Johns Hopkins University/Center for Technology in Education
LEA	Local Education Agency
LSS	Local School System
MATN	Maryland Assistive Technology Network
MCIR	Monitoring for Continuous Improvement and Results
MD-DOD	Maryland Department of Disabilities
MHA	Mental Hygiene Administration
MHEC	Maryland Higher Education Commission

MITP	Maryland Infants and Toddlers Program
MMSR	Maryland Model for School Readiness
MOIEP	Maryland Online IEP
MSA	Maryland School Assessment
MSB	Maryland School for the Blind
MSCP	Maryland School Completion Project
MSD	Maryland School for the Deaf
MSDE	Maryland State Department of Education
MSDE/JSE	Maryland State Department of Education/Juvenile Services Education
MSRRC	Mid-South Regional Resource Center
NCCRES	National Center for Culturally Responsive Education Systems
NCES	National Center for Educational Statistics
NCSEAM	National Center for Special Education Accountability Monitoring
NCWD	National Collaborative on Workforce and Disability
NDPC-SD	National Dropout Prevention Center for Students with Disabilities
NPSO	National Post-School Outcome Center
NSC	National Student Clearinghouse
NSTTAC	National Secondary Transition Technical Assistance Center
OAH	Office of Administrative Hearings
PA	Public Agency
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
QAM	Quality Assurance and Monitoring Branch
SC	State Curriculum
SECAC	Special Education Citizens' Advisory Committee
SESAC	Special Education State Advisory Committee
SICC	State Interagency Coordinating Council
SSIS	Special Services Information System
WSS	Work Sampling System

MARYLAND'S FFY 2009 (2009 – 2010)
STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT

Overview of Development of FFY 2009
State Performance Plan and Annual Performance Report

The attached documents are the Maryland State Department of Education's (MSDE) FFY 2009 (2009 – 2010) State Performance Plan/Annual Performance Report (SPP/APR). The SPP has been revised to include additional targets for FFY 2011 and FFY 2012 as directed. The APR provides the data and information required in accordance with the Part B SPP/APR Instruction Sheet provided by the Office of Special Education Programs (OSEP) dated October 10, 2010.

The MSDE identified staff from across the six branches within the Division of Special Education/Early Intervention Services (hereafter referred to as the Division) and formed internal division 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 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, 8, and 12]

The FFY 2009 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 2009 SPP/APR will also be made available to various media, consistent with MSDE dissemination of other written material. Upon OSEP approval of the FFY 2009 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://mdideareport.org or http://www.marylandpublicschools.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. The public may see progress and slippage through a combination of tables and graphs populated on the website. This site also includes OSEP's annual State determination, and MSDE's annual local school system determinations.

On September 29, 2010 the preliminary SPP/APR data regarding the activities for each indicator and progress and/or slippage were presented at the annual Fall 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, advocates, and parents.

Stakeholder input regarding revision and implementation of the SPP/APR were gathered on November 18, 2010 and January 20, 2011 at public meetings of the SESAC. At those meetings, data was shared concerning the current status of SPP/APR Indicators. On November 18, 2010, information was shared, with the members of the SESAC, about the overall SPP/APR, State determination by OSEP, State local determinations, Indicator 1, Graduation, Indicator 2, Dropout, Indicator 5 LRE, Indicator 8, Parent

Involvement, Indicator 11, Initial Evaluation, Indicator 15, General Supervision, Indicator 16, State Complaints, Indicator 17, Due Process Complaints, Indicator 18, Resolutions, Indicator 19, Mediations, and Indicator 20, State Reported Data. On January 20, 2011 information and data relative to Indicator 3, Assessment, Indicator 4, Suspension and Expulsion, Indicator 7, Child Outcomes, Indicator 9,Disproportionality (Identification/ Race/Ethnicity), Indicator 10, Disproportionality (Identification/ Race/Ethnicity and Disability Category), and Indicator 12, Transition from Part C to Part B were shared and discussed. Additionally, the results of the Mid-South Regional Resource Center review of the draft FFY 2009 SPP/APR submission were shared. On December 15, 2010, the Division of Special Education/Early Intervention Services disseminated a web-based survey to SESAC members for their input on proposed targets for the extension of the SPP/APR for two additional fiscal years (FFY 2011 and 2012). On January 6, 2011, proposed targets for the extension of the SPP/APR, for two additional federal fiscal years, were also shared with local directors of special education for their input.

Maryland's FFY 2009 Part B SPP contains baseline data, targets and, as needed, improvement activities for Indicators 4B, 13 and 14 (using the SPP template). Maryland's FFY 2009 Part B APR contains actual target data and other responsive APR information for:

- **Indicator 4B** (pages 4-7)
- **Indicator 13** (pages 8-13)
- **Indicator 14** (pages 14-20)
- **Indicator 1** (pages 21-27)
- **Indicator 2** (pages 29-33)
- **Indicator 3** (pages 34-46)
- **Indicator 4A** (pages 47-53)
- **Indicator 5** (pages 54-58)
- **Indicator 7** (pages 59-65)
- **Indicator 8** (pages 66-74)
- **Indicator 9** (pages 75-78)
- **Indicator 10** (pages 79-85)
- **Indicator 11** (pages 86-92)
- **Indicator 12** (pages 93-98)
- **Indicator 15** (pages 99-109)
- **Indicator 16** (pages 110-111)
- **Indicator 17** (pages 112-113)
- **Indicator 18** (pages 114-115)
- **Indicator 19** (pages 116-117)

- **Indicator 20** (pages 118-123)
- **Attachment 1** FFY 2009 Parent Surveys (pages 124 – 132)
- **Attachment 2** FFY 2009 Indicator 15 Worksheet (pages 133 – 138)
- **Attachment 3** FFY 2009 Table 7 Dispute Resolution (pages 139 – 140)
- **Attachment 4** FFY 2009 Indicator 20 Scoring Rubric (pages 141 – 143)

In accordance with FFY 2009 SPP/APR instructions, Maryland need not report on Indicator 6. In addition to information submitted in the SPP/APR, the following documents are attached to the end of the document:

- **Copies of the parent surveys (Indicator 8)**
- **Indicator 15 Worksheet**
- **Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act (Indicators 16-19)**
- **Indicator 20 Scoring Rubric (Indicator 20)**

A revised copy of Maryland's FFY 2005 – 2013 State Performance Plan is also attached. The revisions, noted in red, include an extension of the SPP for an additional two federal fiscal years (FFY 2011 and FFY 2012), updated overview, indicators, baselines, targets, measurements, improvement activities, timelines, and resources, as applicable.

As a follow-up to Maryland's FFY 2008 SPP/APR submission, OSEP notified Maryland in a letter dated June 3, 2010 that Maryland determination was Meets Requirements. OSEP's determination "is based on the totality of the State's data and information including the State's FFY 2008 APR and revised SPP, other State-reported data, and other publicly available information." Specific factors affecting OSEP'S determination that Maryland meets requirements under IDEA section 616(d) included, "(1) The State provided valid and reliable FFY 2008 data reflecting the measurement for each indicator; and (2) Maryland reported high levels of compliance or correction for Indicators 9, 10, 11, 12, 15, 16, 17, and 20."

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

MARYLAND'S FFY 2008 (2008 – 2009) STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT

Overview of Development of FFY 2008 State Performance Plan and Annual Performance Report

The attached documents are the Maryland State Department of Education's (MSDE) FFY 2008 (2008 – 2009) State Performance Plan/Annual Performance Report (SPP/APR). The SPP has been revised to include additional progress data, baseline, targets, and improvement activities for Indicator 7, as required. The APR provides the data and information required in accordance with the SPP/APR Instructions and the Office of Special Education Programs (OSEP) Memorandum 10-3, dated December 3, 2009.

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 2008 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 2008 SPP/APR will also be made available to various media, consistent with MSDE dissemination of other written material. Upon OSEP approval of the FFY 2008 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 or http://marylandpublicschools.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. The public may see progress and slippage through a combination of tables and graphs populated on the website. This site also includes OSEP's annual State determination, and MSDE's annual local school system determinations.

On September 23, 2009 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, advocates, and parents.

Stakeholder input regarding revision and implementation of the SPP/APR was gathered on November 5, 2009 and January 14, 2010 at public meetings of the SESAC. At those meetings, data was shared concerning the current status of SPP/APR Indicators. On November 5, 2009, information was shared about the overall SPP/APR, State determination by OSEP, State local determinations, Indicator 1, Graduation, Indicator 2, Dropout, Indicator 5 LRE, Indicator 8, Parent Involvement, Indicator 11, Initial Evaluation, Indicator 15, General Supervision, Indicator 16, State Complaints, Indicator 17, Due Process Complaints, Indicator 18, Resolutions, Indicator 19, Mediations, and Indicator 20, State Reported Data. On January 14, 2010 information and data relative to Indicator 3, Assessment, Indicator 4, Suspension and Expulsion, Indicator 7, Child Outcomes, Indicator 9,Disproportionality (Identification/ Race/Ethnicity), Indicator 10, Disproportionality (Identification/ Race/Ethnicity and Disability Category), and Indicator 12, Transition from Part C to Part B were shared and discussed. Additionally, the results of the Mid-South Regional Resource Center review of the draft FFY 2008 SPP/APR submission were shared. MSDE mailed a draft of the Maryland FFY 2008 SPP/APR submission to each member of the SESAC for their review and comment prior to formal submission.

Maryland's FFY 2008 Part B SPP contains **Indicator 7,** pages 4-21, including progress data, baseline, targets and improvement activities. Maryland's FFY 2008 Part B APR contains actual target data and other responsive APR information for**:**

- **Indicator 1** (pages 22-26)
- **Indicator 2** (pages 27-28)
- **Indicator 3** (pages 29-38)
- **Indicator 4A** (pages 39-44)
- **Indicator 5** (pages 45-49
- **Indicator 8** (pages 50-58)
- **Indicator 9** (pages 59-63)
- **Indicator 10** (pages 64-69)
- **Indicator 11** (pages 70-75)
- **Indicator 12** (pages 76-78)
- **Indicator 13** (pages 79-81)
- **Indicator 15** (pages 82-91)
- **Indicator 16** (pages 92-93)
- **Indicator 17** (pages 94-95)
- **Indicator 18** (page 96-97)
- **Indicator 19** (pages 98-99)
- **Indicator 20** (pages 100-105)

In accordance with FFY 2008 SPP/APR instructions, Maryland need not report on Indicators 4B, 6, or 14. In addition to information submitted in the SPP/APR, the following documents are attached to the end of the document:

- Table 6, Report of the Participation and Performance of Students with Disabilities on State Assessments (Indicator 3)
- FFY 2007 Table 5, Report of Children with Disabilities Subject to Disciplinary Removal (Indicator 4A)
- Copies of the parent surveys (Indicator 8)
- Indicator 15 Worksheet
- Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act (Indicators 16-19)
- Indicator 20 Scoring Rubric (Indicator 20)

A revised copy of Maryland's FFY 2005 – 2011 State Performance Plan is also attached. The revisions, noted in red, include updated overview, indicators, measurements, improvement activities, timelines, and resources, as applicable.

As a follow-up to Maryland's FFY 2007 SPP/APR submission, OSEP notified Maryland in a letter dated June 1, 2009 that Maryland determination was Meets Requirements. OSEP's determination "is based on the totality of the State's data and information including the State's FFY 2007 APR and revised SPP, other State-reported data, and other publicly available information." Specific factors affecting OSEP'S determination that Maryland meets requirements under IDEA section 616(d) included, "(1) The State provided valid and reliable FFY 2007 data reflecting the measurement for each indicator; and (2) The State reported correction of its FFY 2006 findings of noncompliance or high levels of compliance for Indicators 9, 10, 11, 12, 13, 15, 16, 17, and 20."

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

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 for information related to Maryland's SPP/APR.

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

Overview of Development of FFY 2006 State Performance Plan and Annual Performance Report

The attached documents are the Maryland State Department of Education's (MSDE) FFY 2006 (2006 – 2007) State Performance Plan/Annual Performance Report (SPP/APR). The SPP has been revised to reflect additional indicators included during FFY 2006 and revised data as noted. The APR provides the data and information relative to FFY 2006 results, as applicable.

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
- IDEA Partnership Team
- State Interagency Coordinating Council (SICC) [Indicators # 6, 7, 8, and 12]

Maryland's SPP/APR was disseminated to the public. The SPP/APR is available on the MSDE website, 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 SPP/APR is also being made to available to various media, consistent with MSDE dissemination of other written material. Upon OSEP approval of the FFY 2006 SPP/APR, copies will be sent to local superintendents of schools, local directors of special education in each local school system and public agency, Parents' Place of Maryland, Inc., Families Involved Together, Inc., and IDEA Partnership Team members.

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 and APR, the website includes State and local results for all applicable indicators and tools for comparing local performance in relation to the targets. Progress and slippage are shown through a combination of charts and graphs populated on the website.

On October 10, 20007 the Division preliminary SPP/APR data on the activities of each indicator and progress and/or slippage in a presentation entitled, "The State of the State" at the annual Special Education Leadership Conference. Attendees at this conference included IDEA Part B local directors of special education, Part C local lead agencies, SESAC members, and SICC members. MSDE also participates in the National Association of State Directors of Special Education (NASDSE) IDEA Partnership. On November 9, 2007 the Assistant State Superintendent for the Division presented the current status of the progress and preliminary SPP State data in "The State of the State" at the monthly meeting of all local school system superintendents.

Stakeholder input regarding revision and implementation of the SPP/APR was gathered on March 5, 2007, September 17, 2007, November 6, 2007 and January 15, 2008 when the Division staff met with the SESAC. At those meetings, data was shared concerning the current status of SPP/APR Indicators. On March 5, 2007, there was information shared about the overall SPP/APR as well as Indicator 5 LRE. On September 17, 2007, information about local determinations, Indicators 5 LRE, 8 Parent Involvement, and 15 General Supervision were discussed. On March 5, 2007, information was presented about Indicators 1 Graduation, 2 Dropout, 13 Post-Secondary Transition, 14 Post-secondary Outcomes, 15 General Supervision, 16 Complaint Timelines, 17 Hearing Timelines, 18 Resolution Sessions, and 19 Mediation.

On January 15, 2008, updates were provided for Indicators 3 Assessment, 4 Suspension and Expulsion of Students with Disabilities, 8 Parent Involvement, 9 Disproportionality (Identification/ Race/Ethnicity), 10 Disproportionality (Identification/ Race/Ethnicity and Disability Category), and 20 Timely and Accurate Data.

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) used to collect data for Indicator 8;
- December 15, 2005 OSEP permission for MSDE to use data generated by the Maryland Longitudinal Transition Study (MDLTS) as the baseline for Indicator 14; and
- Table 7, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act (Indicators 16-19).

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 2006 Annual Performance Report. Both of these documents will be available at: http://www.marylandpublicschools.org

Maryland's FFY 2006 Part B SPP contains:
Indicator 7, pages 4-14: Progress data and improvement activities;
Revised Indicator 8, pages 15-18: To reflect census collection; and
Indicator 14, pages 19- 24: Information specific to initial baseline data, state targets and improvement activities.

Maryland's FFY 2006 Part B APR contains actual target data and other responsive APR information for **Indicators: 1** (pages 25-27), **2** (pages 28-29), **3** (pages 30-36), **4A** (pages 37-40), **5** (pages 41-43), **8** (pages 44-47), **9** (pages 48-49), **10** (pages 50-54), **11** (pages 55-58), **12** (pages 59-61), **13** (pages 62-64), **15** (pages 65-67), **16** (pages 68-69), **17** (page 70), **18** (page 71), **19** (pages 72-73), and **20** (pages 74-81). Maryland was notified by OSEP, in correspondence dated November 16, 2007, that States need not report on Indicator 6 for FFY 2006.

As a follow-up to Maryland's FFY 2005 SPP/APR, MSDE is required to address the issues raised in OSEP's June 15, 2007 letter to MSDE. For "…any additional information the State must include in the FFY 2006 APR or, as needed, the SPP…to address the problems OSEP identified…," the following information is submitted:

Indicator 4A: 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.

For the issue raised related to Indicator 4A in Maryland's FFY 2005 State Performance Plan/Annual Performance Report, the onsite reviews scheduled for the two remaining local systems were conducted. Based on those meetings and subsequent reviews, one local school system revised its policies, procedures and practices. The policies, procedures and practices were revised in June 2007 and staff training for administrators was conducted before the school year began. One local school system, in collaboration with MSDE, completed the review. MSDE determined that the policies, procedures and practices complied with the requirements of IDEA. Therefore, no changes were made.

Policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for any local school system identified with significant discrepancies have been completed for FFY 2006 and are compliant with the requirements of IDEA.

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.

For the issue raised related to Indicator 8 in Maryland's FFY 2005 State Performance Plan/Annual Performance Report, MSDE provided a copy of the two surveys used with the February 1, 2007 SPP/APR submission. Another set of the FFY 2005 (2005-2006) surveys are attached to this submission. MSDE is now utilizing the short form of both surveys and copies of the new forms are included in the FFY 2006 SPP/APR submission.

MSDE engaged in multiple attempts to resolve OSEP's sampling concerns via email, conference call, and with the assistance of the Mid-South Regional Resource Center. OSEP staff did not provide sufficient explanation nor description of the problems with the sampling plan. Accordingly, MSDE chose to conduct a census-based approach. The new methodology is incorporated into a revised SPP and targets.

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.

For the issue raised related to Indicator 13 in Maryland's FFY 2005 SPP/APR, the number of students with IEPs that included coordinated, measurable, annual IEP goals and transition services was 14,326 of a total number of 17,473 youth, 16 years of age and above, [14,326 ÷ 17,473 x100] resulting in 82% compliance.

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

For the issue raised related to Indicator 20 in Maryland's FFY 2005 SPP/APR, in FFY 2005 MSDE collected additional data for Indicator 13 to ensure the accuracy of the data collected and reported. Data consistent with the measurement for FFY 2005 is included in Indicator 13 within the APR.

A revised data collection form for Indicator 13 was issued to local school systems on July 18, 2007. The revised form requests the data be reported in a manner consistent with the required measurement. Additionally, MSDE staff responsible for coordinating the collection and reporting of data worked collaboratively with the staff responsible for collecting, analyzing and reporting data for Indicator 13 to ensure compliance with the required measurement. For detailed information, please refer to Indicator 13.

Please contact Dr. Carol Ann Baglin, Assistant State Superintendent, Division of Special Education/Early Intervention Services at 410-767-0238 or at cbaglin@msde.state.md.us for information related to Maryland's SPP/APR.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please refer to the Overview, pages 1-3, and prior to this Indicator

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA

Overview of Issue/Description of System or Process:

Maryland offers one type of high school diploma. The Maryland State Board of Education establishes performance standards for graduation applicable to all students. Graduation rate is one of the targets used to determine whether the State, local school systems, and/or schools achieve Annual Yearly Progress (AYP). Maryland established a goal that by 2014, 90% of all students will graduate from high school with a Maryland high school diploma. Please see Indicator #3 for additional information relative to local school system AYP and performance and participation of students with disabilities on Statewide assessments.

Maryland defines the graduation rate as the percentage of students who receive a Maryland high school diploma during a reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of the dropouts for grades 9 through 12 respectively in consecutive years plus the number of high school graduates. Maryland uses this measurement for all students.
Maryland high school graduation requirements for the class of 2005 included:

Subject Area	Credit Requirement	High School Assessment	NCLB Test
English	4 credits	Students must take the Maryland High School Assessment for English 2.	Maryland High School Assessment for English 2
Math	3 credits	Students must take the Maryland High School Assessment for algebra/data analysis.	Maryland High School Assessment for algebra/data analysis.
Science	3 credits	Students must take the Maryland High School Assessment for biology.	
Social Studies	3 credits	Students must take the Maryland High School Assessment for government.	
Fine Arts	1 credit		
Physical Education	½ credit		
Health	½ credit		
Technology Education	1 credit		

Foreign language **or** Advanced Technology **and** electives **Or** State approved Career & Technology Program **and** elective	2 credits 3 credits 4 credits 1 credit		

In addition to required course credits, all students are to complete 75 hours of student service. These credit requirements for a Maryland High School Diploma apply to all students. Local school systems may establish additional credit requirements or add endorsements to the diploma as incentives for students to meet locally established requirements beyond the minimums specified by the State. All students are required to take the High School Assessments as a graduation requirement. The requirements related to passing these assessments in order to graduate take effect beginning with the graduating class of 2009.

In April 2002, the Maryland General Assembly enacted the Bridge to Excellence in Public Schools Act (BTE). This law restructured Maryland's public school finance system and increased State aid to public schools. As a result, Maryland embraced a standards-based approach to public school financing. Under this approach, and consistent with the federal No Child Left Behind Act of 2001 (NCLB) the State sets academic content and student achievement standards to ensure that school and students have sufficient resources to meet those standards and holds local school systems accountable for student performance. In 2003, each local school system submitted a comprehensive master plan that included goals and strategies to promote academic excellence among all students and to eliminate performance gaps that persist based on student race, ethnicity, socioeconomic circumstances, disability, and native language. Each local school system must demonstrate annual progress toward achieving Maryland's academic content and student achievement standards. Staff members from the Division of Special Education/Early Intervention Services serve on departmental review teams that review each local school system's annual Master Plan Update. Each update includes goals, objectives, and activities to address local data, information, and progress toward achieving established state performance goals for the subgroup of students with disabilities. Below is a table that demonstrates a correlation between State BTE performance goals aligned with the applicable NCLB performance goals and indicators that also align with the following State Performance Plan (SPP) Indicators:

BTE Performance Goal	SPP Indicator
Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	**Indicator 3 -** Participation and performance of children with disabilities on statewide assessment: A. Percent of districts 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.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	**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; and B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. **(NEW)** **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. **Indicator 6 -** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings. **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.
Performance Goal 5: All students will graduate from high school.	**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. **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.

The State Board of Education approved a resolution in March 2004 to authorize the State Superintendent of Schools to convene a task force to examine comparable methods of measuring student skills and knowledge in the subjects of English, algebra/data analysis, government, and biology and make recommendations to the State Board of Education regarding the feasibility of implementing one or more of those options as a part of the assessment requirements for high school

graduation. The Comparable Testing Methods for the Maryland High School Assessments Task Force (Comp HSA Task Force) is charged to present final recommendations to the State Board of Education by September 2007.

Baseline Data from FFY 2004 (2004-2005):

This is State level graduation data. The data can be found at www.mdreportcard.org

Statewide FFY 2004 (School Year 2004-2005) Graduation Rate			
	Comprehensive % (all students)	**Special Education %**	**Regular Education %**
Statewide Percentage	84.83	74.80	85.60

Discussion of Baseline Data:

The State graduation rate intermediate goal for the 2004-2005 school year was 83.24%. The State target of 83.24% remains constant for the 2005-2006 and 2006-2007 school years. The graduation rate of students with disabilities is 8.44% below the established target.

Students in the graduating class of 2009 shall be required to pass the Maryland High School assessments for English, algebra/data analysis, biology and government. The students must achieve one of the following: (1) the passing score on each test, (2) a minimum score for each test and a combined overall score, (3) a specific score on a MSDE-approved comparable assessment(s), or (4) a passing score on the four High School Assessments by a combination of (1) and (3). These requirements may have an impact on the graduation rate of students with disabilities. DSE/EIS staff will monitor the progress of LSS in meeting graduation targets and provide technical assistance.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	83.24% of youth with disabilities will graduate from high school with a regular diploma.
2006 **(2006-2007)**	83.24% of youth with disabilities will graduate from high school with a regular diploma.
2007 **(2007-2008)**	85.50% of youth with disabilities will graduate from high school with a regular diploma.
2008 **(2008-2009)**	85.50% of youth with disabilities will graduate from high school with a regular diploma.
2009 **(2009-2010)**	85.50% of youth with disabilities will graduate from high school with a regular diploma.

Maryland introduced the 4-year and 5-year adjusted cohort rates in FFY 2009 (2009-2010). The 4-year and 5-year adjusted cohort rates become official means of reporting high school graduation rates for all students beginning with the FFY 2010 (2010-2011) data submission, in accordance with a U. S. Department of Education directive.

2010 **(2010-2011)**	54.13% of youth with IEPs will graduate from high school with a regular diploma using the 4-year adjusted cohort rate. 60.52% of youth with IEPs will graduate from high school with a regular diploma using the 5-year adjusted cohort rate.
2011 **(2011-2012)**	55.13% f youth with IEPs will graduate from high school with a regular diploma using the 4-year adjusted cohort rate. 61.52% of youth with IEPs will graduate from high school with a regular diploma using the 5-year adjusted cohort rate.
2012 **(2012-2013)**	56.13% f youth with IEPs will graduate from high school with a regular diploma using the 4-year adjusted cohort rate. 62.52% of youth with IEPs will graduate from high school with a regular diploma using the 5-year adjusted cohort rate.

The baseline 4-year adjusted cohort rate must be considered in conjunction with the baseline 5-year adjusted cohort rate. Youth with IEPs may not be able to earn a high school diploma in four (4) years of high school, because:

- Of inconsistent high school credit requirements among local school systems (Please refer to credit requirements on page 22); or
- Youth perceive that they will be unable to complete the required high school course credits; or
- Youth perceive they are unable to pass the required high school assessments or complete the Bridge Projects required for graduation with a regular high school diploma; or
- Youth report they wish to leave high school to pursue external diploma programs with age appropriate peers.
-

By remaining in public school for additional time, students are able to complete the required course credits and pass the required high school assessments or Bridge Projects in order to obtain a regular high school diploma, however, not with their cohort. Each student's IEP team is to review and consider the 4-year, 5-year, or 6-year program option when planning the student's high school program, including his/her course of study and desired post-secondary goals for education and employment, and independent living, if appropriate.

The Maryland State Board of Education is scheduled to establish 4-year and 5-year adjusted cohort rate Annual Measurable Objectives (AMOs) in the spring of 2011. As of January 28, 2011, the Division targets for the required revised SPP that extends the measurable rigorous targets through FFY 2012 are based upon available FFY 2009 4-year and 5-year adjusted cohort rates for students with IEPs. The above targets may be revised in the FFY 2010 SPP/APR submission, due February 1, 2012.

Improvement Activities/Timelines/Resources (through 2012):

The discussion of improvement activities for Indicators #1 and #2 have been combined, when appropriate. When an improvement activity is applicable to Indicator #1 only, it will be so indicated. The following improvement activities directly contributed to this progress:

Improvement Activity	Timelines	Resources
Participate in the MSDE review of LSS Bridge to Excellence Annual Master Plan Updates to review objectives and activities designed to lead to improving the graduation rate of students with disabilities along with achieving the annual measurable target for the dropout rate. **(Applicable to both Indicator #1 and Indicator #2)**	Annually	DSE/EIS Staff DSFSSS Staff LSS Staff
Monitor LSS to evaluate the effectiveness of the activities in increasing the number of students who complete their educational programs. **(Applicable to both Indicator #1 and Indicator #2)**	Annually	DSE/EIS Staff LSS Staff
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 **(Applicable to both Indicator #1 and Indicator #2)**	2005-2006 school year	DSE/EIS Staff DCTAL Staff DSFSSS Staff LSS Staff Community College Staff
Participate in MSDE professional development on the usage of the career awareness instructional framework. **(Applicable to both Indicator #1 and Indicator #2)**	2005-2006 2006-2007 School years	DSE/EIS staff DCTAL Staff DSFSSS Staff LSS staff
Develop a companion document to the Maryland High School Diploma and the Certificate of Program Completion. The *Exit Document* meets the IDEA 2004 summary statement requirement. The *Exit Document* provides useful information on the student's course of study and academic success as well as assistance the student may need as the move toward their post school goals. **(Applicable to Indicator #1 only)**	Completed January 2006	DSE/EIS Staff
Provide Professional Development to LSS staff on the use of the online computer program used to generate the *Exit Document.* **(Applicable to Indicator #1 only)**	Completed February 2006	DSE/EIS Staff LSS Staff
The *Exit Document* was given to students who completed their educational programs in 2006. **(Applicable to Indicator #1 only)**	Completed June 2006 and ongoing	LSS staff.

Improvement Activity	Timelines	Resources
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. **(Applicable to both Indicator #1 and Indicator #2)**	Completed November 2006	DSE/EIS Staff LSS Staff
Review LSS policies and procedures for practices that assure the provision of services, supports, aids accommodations, and interventions assure access to and participation in general curriculum and assessments, and promote high school graduation with a Maryland high school diploma. **(Applicable to both Indicator #1 and Indicator #2)**	2005-2006 and ongoing through June 30, 2013	DSE/EIS Staff LSS Staff
Provide technical assistance on the identification and implementation of appropriate strategies and practices to improve the graduation rate of students with disabilities. **(Applicable to Indicator #1 only)**	Ongoing through June 30, 2013	DSE/EIS Staff
Award discretionary grants to LSS to increase graduation rate of SWD. Work with the two LSS to develop best practices that can be sustained after the grant period.	2006-2007 and potentially ongoing	DSE/EIS staff LSS staff
Participate on the Maryland High School Assessment Taskforce**(Applicable to Indicator #1 only)**	July 1, 2005 – September, 2008	DSE/EIS staff LSS Staff

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

MSDE will continue to place emphasis on providing technical assistance and professional development to local school systems as they increase their capacity to assist students to successfully earning diplomas.

In June, 2007, MSDE participated in a technical assistance activity provided by the OSEP funded technical assistance centers. The 2-day session was conducted by the Post Secondary Outcome Center, the Secondary Transition Center, and the Dropout Prevention Center and was held at MSDE.

- The Maryland team consisted of the Division's transition and data staff, local school system transition coordinators, and the Division of Rehabilitation Services counselors.
- The technical assistance teams provided strategies for linking improvement activities for SPP/APR Indicators 1, 2, 13, and 14 which include:
    - Gathering and using data when developing improvement activities.
    - Utilizing evidence based strategies and interventions.
    - Collaborating across organizations for continuous improvement.

- Conducting professional development that stresses the importance of data collection that leads to improved decision making.

- The above listed strategies are being shared by the MSDE transition specialist in quarterly meetings with local transition coordinators and to individual local school system staff. **(This activity is applicable to Indicators 1, 2, & 13)**

- Maryland is developing a new formula for graduation rate that is based on the recommendation from the Council of Chief State School Officers (CCSSO) in collaboration with the National Governors Association (NGA). The NGA/ CCSSO recommended graduation rate calculation will allows for 5 or more years of high school attendance. Specifically the placement of the student with disabilities into the cohort in which that student is expected to graduate. The Division is preparing guidance for local school systems that will address the transition planning needed for 5 year educational programs. **(This activity is applicable to Indicators 1, 2, 14, & 14)**

- MSDE increased the number of discretionary grant awards that address Indicators 1 & 2. There were a total of 8 grants awarded. This is an increase of 3. (**This activity is applicable to Indicator 1, 2, & 14)**

    - Two local school systems have developed afterschool programs that focus on the development of the soft skills needed for employment and are providing summer employment opportunities.

    - Three local school systems are utilizing the researched based Check & Connect program to assist at-risk students to attend school on a daily basis.

    - One local school system is developing afterschool activities that will assist students to be proficient with the high school assessments.

    - Two local school systems are developing seamless transition activities that link students with adult support agencies during the students last year in school.

- MSDE expects to award Adequate Yearly Progress grants that support promising practices to accelerate the performance of students with disabilities at the elementary and middle school level. High schools will be eligible for a separate grant designed to increase the number of students with disabilities that pass Maryland's High School Assessments in Algebra/Data Analysis, English, Biology, and Government.

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

Improvement Activity	Timelines	Resources	Justification
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 **(Applicable to both Indicator #1 and Indicator #2)** COMPLETED	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.

Improvement Activity	Timelines	Resources	Justification
Participate in MSDE professional development on the usage of the career awareness instructional framework. **(Applicable to both Indicator #1 and Indicator #2)**	2008 – 2009 school year through February 2012 REVISED	DSE/EIS Staff DSFSS Staff DI Staff LSS Staff	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 *Exit Document.* **(Applicable to Indicators #1, 2, 13 & 14)**	Annually through February 2012 REVISED	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. **(Applicable to both Indicator #1, 2, 13 & 14)**	Annually through February 2012 REVISED	Interagency Transition Council	The conference has become so useful that it will be provided annually.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Improvement Activities	Timelines	Resources	Justification
Develop a cadre of professionals to serve as direct technical assistance and professional development resource personnel to assist schools to increase the graduation rate. NEW	July 1, 2010 and ongoing	DSE/EIS staff NDPC-SD LSS Personnel	Direct technical assistance and professional development to LSSs and Public Agencies to increase graduation rates.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources	Justification
Participate in the MSDE review of LSS Bridge to Excellence Annual Master Plan Updates to review objectives and activities designed to lead to improving the graduation rate of students with disabilities along with achieving the annual measurable target for the dropout rate. **(Applicable to both Indicator #1 and**	Annually through June 30, 2013 REVISED	DSE/EIS Staff DSFSSS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.

Indicator #2)			
Monitor LSS to evaluate the effectiveness of the activities in increasing the number of students who complete their educational programs. **(Applicable to both Indicator #1 and Indicator #2)**	Annually through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Participate in MSDE professional development on the usage of the career awareness instructional framework. **(Applicable to both Indicator #1 and Indicator #2)**	2008 – 2009 school year through June 30, 2013 REVISED	DSE/EIS Staff DSFSS Staff DI Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Review LSS policies and procedures for practices that assure the provision of services, supports, aids accommodations, and interventions assure access to and participation in general curriculum and assessments, and promote high school graduation with a Maryland high school diploma. **(Applicable to both Indicator #1 and Indicator #2)**	2005-2006 and ongoing through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Provide Professional Development to LSS staff on the use of the online computer program used to generate the *Exit Document.* **(Applicable to Indicators #1, 2, 13 & 14)**	Annually through June 30, 2013 REVISED	DSE/EIS Staff LSS Exit Document Managers	Revised timeline to reflect the remaining years of the SPP.
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. **(Applicable to both Indicator #1, 2, 13 & 14)**	Annually through June 30, 2013 REVISED	Interagency Transition Council	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
Develop a cadre of professionals to serve as direct technical assistance and professional development resource personnel to assist schools to increase the graduation rate.	July 1, 2010 and ongoing through June 30, 2013 REVISED	DSE/EIS staff NDPC-SD LSS Personnel	Revised timeline to reflect the remaining years of the SPP.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Overview of Issue/Description of System or Process:

The Maryland State Board of Education establishes the performance standard for dropout rate applicable to all students. Dropout rate is one of the targets the state uses in combination with graduation rate to determine whether the state, local school systems, or schools achieve Annual Yearly Progress (AYP). Maryland established a goal that by 2014, no more than 3.00% of all students will dropout of high school. See page 2-3, "Overview of Issues/Description of System or Process" for Indicator 1 for a description of the integration of the SPP Indicator with Maryland's BTE Master Plan process.

Maryland defines the dropout rate as the percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students includes 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 through 12 served by schools. Students who re-enter school during the same year in which they dropped out of school are not counted as dropouts. The computation is the same for all youth.

Baseline Data from FFY 2004 (2004-2005):

The data source is the Maryland State Department of Education. This is State level dropout rate data. The data can be found at www.mdreportcard.org.

Statewide FFY 2004 (School Year 2004-2005) Dropout Rate				
	2004-2005 Intermediate Target (%)	**Comprehensive % (all students)**	**Special Education %**	**Regular Education %**
Statewide Percentage	3.81	3.69	5.50	3.50

Discussion of Baseline Data:

The State intermediate dropout rate goal for the 2004-2005 school year was 3.81%. The State target of 3.81% remains constant for the 2005-2006 and 2006-2007 school years. The dropout rate of all students statewide (3.69%) was 0.12% below the intermediate target of 3.81%. For the 2004-2005 school year, the dropout rate of students with disabilities (5.5%) was 1.69% above the established target of 3.81%. The dropout rate of students with disabilities is 2.0% higher than the dropout rate of their nondisabled peers (3.5%).

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	The dropout rate of students with disabilities will be 3.81% or less.
2006 **(2006-2007)**	The dropout rate of students with disabilities will be 3.81% or less.
2007 **(2007-2008)**	The dropout rate of students with disabilities will be 3.54% or less.
2008 **(2008-2009)**	The dropout rate of students with disabilities will be 3.54% or less.
2009 **(2009-2010)**	The dropout rate of students with disabilities will be 3.54% or less.
2010 **(2010-2011)**	The dropout rate of students with disabilities will be 3.27% or less.
2011 **(2011-2012)**	The dropout rate of students with disabilities will be 3.27% or less.
2012 **(2012-2013)**	The dropout rate of students with disabilities will be 3.27% or less.

Improvement Activities/Timelines/Resources:

Improvement Activity	Timelines	Resources
Improvement activities applicable to Indicator #2 delineated under Indicator #1 are incorporated by reference.	As indicated under Indicator #1.	As indicated under Indicator #1.
Provided technical assistance to LSS to increase their capacity in preventing students from dropping out. **(Applicable to both Indicator #1 and Indicator #2)**	2005-2006 school year and ongoing	DSE/EIS Staff LSS Staff

Improvement Activity	Timelines	Resources
Provided technical assistance to LSS in the use of local student data in identifying at-risk students. Publications from the National Center on Dropout Prevention for Students with Disabilities(NCDP-SD) were used	2005-2006 school year and ongoing	DSE/EIS Staff LSS staff NCDP-SD Staff
Provided technical assistance on linking proper transition planning to dropout prevention.	2005-2006 school year	DSE/EIS Staff
Award discretionary grants to LSS for dropout prevention for SWD. Work with the two LSS to develop best practices that can be sustained after the grant period.	2006-2007 school year and potentially ongoing.	DSE/EIS staff LSS staff
Developed a Promising Practices Guide on Dropout Prevention highlighting programs that have been successful in local Maryland school systems. The team that attended the National Forum developed the Guide. Assistance to the team has been provided by staff from NCDP-SD.	Will be introduced to LSS in January 2007	DSE/EIS Staff NCDP-SD Staff DSFSS Staff LSS Staff

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

Improvement Activities:

In addition to the improvement activities that are described in Indicator 1, Maryland public schools are participating in a dropout prevention demonstration project.

- MSDE began the Maryland School Completion Project in May 2007. This is a demonstration project in partnership with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD).
  - The project is being conducted in four schools within in two local school systems.
  - Currently staff members from the individual schools and the local school systems are participating in professional development provided by the NDPC-SD. The professional development addressed:
    - Use of data to identify at-risk students. This directly links to SPP/APR indicator 1.
    - External factors that cause students to dropout
    - Behavior issues
    - Instruction strategies
    - Research based interventions
    - Development of school based plans.
- The implementation of dropout interventions will begin in the spring of 2008.
  - NDPC-SD will conduct on-site professional development for the staff in the four participating schools.
  - NDPC-SD staff will assist in data analysis and intervention selection.
- Non-participating school systems will be invited to meet with the demonstration participants for the purpose of professional development. This activity will begin during the second year. **(This activity is applicable to Indicator 1, 2, and 14)**

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 REVISED	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 REVISED	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. REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP. 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009: N/A

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activity	Timelines	Resources	Justification
Provided technical assistance to LSS in the use of local student data in identifying at-risk students. Publications from the National Center on Dropout Prevention for Students with Disabilities(NCDP-SD) were used	2005-2006 and ongoing through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff NCDP-SD	Revised timeline to reflect the remaining years of the SPP.
Award discretionary grants to LSS for dropout prevention for students with disabilities. Work with the two LSS to develop best practices that can be sustained after the grant period.	2006-2007 and ongoing through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Provide technical assistance on linking proper transition planning to dropout prevention	2005-2006 through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.

Improvement Activity	Timelines	Resources	Justification
Award discretionary grants to local school systems for dropout prevention	2005 – 2006 through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Develop a Promising Practices Guide on Dropout Prevention	January 2007 through June 30, 2013 REVISED	DSE/EIS Staff LSS Staff	Revised timeline to reflect the remaining years of the SPP. 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.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

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

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement: A. AYP percent = [(**#** of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

Revised to include data and information not available at the time of the initial SPP submission on December 2, 2005. (Revised April 5, 2007).

In Maryland, consistent with IDEA and the requirements of the Individuals with Disabilities Education Act and Section 1111 of the Elementary and Secondary Education Act, entitled the No Child Left Behind Act (NCLB), all students with disabilities are included in all general state and district wide assessments. IDEA emphasizes providing students with disabilities access to the general curriculum. All students, including students with disabilities, are expected to receive instruction consistent with Maryland's Voluntary State Curriculum (VSC), based on the Maryland Content Standards and Core Learning Goals, and must be assessed on their attainment of grade level reading and math content. To determine adequate yearly progress (AYP) under NCLB, all students, including students with disabilities, are assessed in reading and math in grades 3 through 8, and during one grade in high school. Maryland uses five (5) as a minimum group size for ALL AYP subgroup accountability decisions.

Students with disabilities are expected to participate in the Maryland School Assessment (MSA) unless the IEP team determines that even with accommodations the student is to participate in an alternate assessment. Alternate assessments must be available for those students who cannot participate in the MSA even with accommodations as indicated in their IEPs. The alternate assessments include the following:

- Alternate MSA (Alt-MSA) for students with significant cognitive disabilities using alternate achievement standards (limited to reporting 1% of those scoring proficient); or

- Modified MSA (Mod-MSA) for students with academic disabilities who with access to the general education curriculum will participate in modified academic content and achievement standards (limited to reporting 2% of those scoring proficient). For both the 2005 and 2006 assessment years, students who may have been eligible for the Mod-MSA were identified by their respective IEP team and were part of a comprehensive appeals process to MSDE where decisions made impacted AYP performance only. Once federal regulations and guidance are released, Maryland will develop an actual modified assessment against grade level standards. The appeals process is intended as an interim strategy to be used until the modified State assessment is in place.

Maryland is to increase the achievement of all students, including students with disabilities. To reach the target of 100% proficiency by 2014 at the state, local school system and school level, Maryland has established rigorous annual measurable objectives (AMO) to increase the percentage of students with disabilities who make AYP in reading and in mathematics and reduce the gap between the performance of special education students and their non-disabled peers.

Should a school system fail to make AYP in any subgroup, the system will not make AYP for the subgroup or for overall AYP. At the school level, failure to make AYP in a single subgroup of students, such as students with disabilities, will mean that the school will not make AYP overall. For all students, including students with disabilities, schools and LEAs must meet the minimum "N" subgroup size of $\geq$ 5. Nineteen group and subgroup cells for the AMO must be met in order for an individual school to achieve AYP. High schools must also meet the AMO for graduation. At the school level, failure to make AYP in a single subgroup of students, such as students with disabilities, will mean that the school will not make AYP overall. Not all schools failing to achieve AYP will be placed in School Improvement. For example, in some instances, a school will not achieve the target or AMO in one reported area (reading, mathematics, or other academic indicator) in one particular year. The next year the school may make the target in that same reported area but miss the target in another reported area. Such schools will not typically be designated for School Improvement.

For systems in improvement, the failure for a single subgroup to make AYP may lead to NCLB-defined improvement status if the same subgroup and content area has not met AYP consistently at the elementary, middle and high school levels. This is consistent with Maryland's federally approved accountability plan. If a local school system does not meet the annual performance targets for each subgroup, a provision called Safe Harbor still allows a school system to make AYP if the system meets all performance targets in the aggregate, and the subgroup meets the other academic indicator; and the percentage of students achieving below the proficient level in that subgroup decreases by ten percent.

Maryland publicly reports on the participation and performance of all students, including students with disabilities, by grade and content areas from the 24 local school systems, three schools operated by Edison Schools, Inc., and Special Placement Schools for the MSA and Alt-MSA. The MSA and Alt-MSA assessments conducted at grades 3 through 8 for reading and math and the English 2 and as of 2005-2006 Algebra/Data Analysis during high school are the assessments used for reporting under NCLB. Beginning the spring of 2007, the science assessment will be piloted statewide for students in grades 5 and 8. The field test will serve to set standards for the operational assessment that will satisfy the NCLB to be administered in the spring of 2008. All students, including students with disabilities, must participate in either the MSA or the Alt-MSA. Through the Individualized Education Program (IEP) decision-making process, each student's IEP team determines in which statewide assessments the student will participate. The student's IEP includes documentation of that decision.

The Maryland report card includes the number of students tested, rates of participation and performance data for students with disabilities. Data relative to the participation and performance of students in Special Placement Schools are available on the report card and are also included as part the student's local school district's performance data. Comparisons between the performance of

students with disabilities and other subgroups of students, including nondisabled students in general education are presented in detail. These reports are on the Maryland State Department of Education website at www.marylandreportcard.org.

Definitions

Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is the Maryland assessment for students with significant cognitive disabilities if through the IEP process it has been determined they cannot participate in the Maryland School Assessment (MSA) even with accommodations. The Alt-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading and mathematics objectives.

Students with disabilities in grades 3-8 and 10 must participate in either MSA or Alt-MSA. The decision for which assessment is appropriate for an individual student is made by each student's IEP team. A student with a significant cognitive disability will participate in Alt-MSA if he or she meets each of the following criteria:

- The student is learning (at emerging, readiness, or functional literacy levels) extended Maryland reading and extended Maryland mathematics content standards objectives; **AND**
- The student requires explicit and ongoing instruction in functional skills; **AND**
- The student requires extensive and substantial modification (reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities; **AND**
- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings; **AND**
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments; **AND**
- The student cannot participate in the MSA even with accommodations.

Students not meeting the criteria above will participate in the Maryland School Assessment, with or without accommodations, as appropriate, based on their IEP.

Adequate Yearly Progress (AYP) (Updated 2006 per USDE approved process)

Adequate Yearly Progress means the gain that schools, school systems, and states must make each year in the proportion of students achieving proficiency in reading and math. AYP replaces the School Performance Index as the method by which Maryland tracks academic progress and makes accountability decisions.

Maryland school systems do not make AYP if they fail to meet annual measurable objectives in reading and mathematics for the same student subgroup and content area across each school level [elementary, middle and high]. School systems must also meet the AMO for graduation rate for high school or attendance in elementary and middle school for students in the aggregate' and meet the testing participation requirement of 95%. To make AYP, individual schools must meet the annual measurable objective in reading and mathematics for students in the aggregate and for each student subgroup, in graduation rate for high school or attendance in elementary and middle school for

students in the aggregate, and meet the testing participation requirement of 95%. See Indicator #1 for more information relative to graduation rate.

Annual Measurable Objectives (AMO)

Annual Measurable Objectives (AMO) means State established performance targets that assess the progress of student subgroups, schools, school districts, and the state annually. This annual measurement ensures that 100% of students achieve proficiency in reading/language arts and mathematics by the end of the school year in 2013-2014.

Between the 2002-2003 baseline and the 2013-2014 goal of 100% proficiency, the State has established annual performance targets. These targets, or annual measurable objectives, are set for reading, mathematics, attendance, and graduation rate. Every school and school system will be held to the same annual measurable objectives, although those objectives will be adjusted to each school's grade-level enrollment and structure (e.g., K-5, 6-8, K-8, K-12). Schools with grade structures that do not include tested grades will still be accountable for student performance; e.g., the performance of third-graders who come from K-2 schools will count for both the current school and the K-2 school previously attended.

Confidence Interval(s)

These are statistical procedures used in all tests of AYP determinations to ensure that decisions take into account inherent measurement error present in all accountability systems. The confidence interval is a statistical tool used in Maryland AYP determinations to ensure accurate and reliable accountability decisions. Because the accuracy of scores depends on the number of students in each group, the state uses a statistical test to help ensure that they make fair and valid AYP decisions for groups with different numbers of students.

Maryland School Assessment (MSA)

The Maryland School Assessment requires students in grades 3 through 8 to demonstrate what they know about reading and math and grade 10 students in reading. It is also given in grade 10 mathematics after students complete a high school Algebra/Data Analysis course. The MSA test measures basic as well as higher-level skills. Science will be added to the assessment requirement in grades 3, 5, and 8 in the 2007-2008 test year.

The Maryland School Assessment is reported with three statewide performance standards. These standards are divided into three levels of achievement: Basic, Proficient and Advanced.

Modified Maryland School Assessment (Mod-MSA)

In June 2005 MSDE received approval of a request submitted to the United States Department of Education (USDE) Office of Elementary and Secondary Education (ESEA) to develop and implement alternate assessments against grade level standards in reading and math for all tested grades. Maryland has instituted an appeals process for students likely to be eligible for a Mod-MSA, pending development of an actual modified MSA to be based on yet-to-be released regulations and guidance from the U.S. Department of Education. In the interim, for 2005 and 2006, MSDE gave school systems the opportunity to appeal the AYP status for an individual school if that school did not achieve AYP in the special education subgroup only. Schools failing to achieve AYP for multiple subgroups are not permitted to appeal. Schools whose 2005 AYP status directly affects their 2006 School Improvement status would be eligible for appeal as well as schools that did not achieve AYP for a special education subgroup for the first time in 2005. Similarly, schools under the same status could appeal for eligible students in 2006.

A student who would have been eligible for the Mod-MSA would be identified based on their individual evaluation information and the instructional and service information on their IEPs. The

student would be identified as appropriate for instruction and assessment using modified academic content standards. The student would have been identified as meeting **each** of the following criteria:

- The student is learning using modified academic content standards in reading and mathematics; **AND**

- The student requires modifications during assessments and instruction, in addition to specific accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of calculator, and spell check; **AND**

- The student requires the use of a modified general curriculum that is aligned with the Maryland Content Standards for the student's grade level but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned; **AND**

- The student must have had at least three consecutive years of individualized intensive instruction (through evidenced-based interventions) in reading and mathematics consistent with his/her IEP (beginning with the most recent), and although progress toward grade level standards was made, he/she is not yet making progress at grade level; **AND**

- The student must demonstrate that he/she cannot attain proficiency in actual grade level MSA, even with accommodations.

Appeals are reviewed by MSDE, and if it is determined that documentation is adequate to demonstrate that the student(s) being appealed would have been eligible to take the Mod-MSA, and if the AYP recalculation shows that the school now meets AYP, then the school will be declared as making AYP. School Improvement decisions will be made based on existing decision rules using the updated AYP status

Participation Rate for AYP

This rate reflects the number of students enrolled on the day of testing. The rate is computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students presenting each testing group by the number of enrolled students in that group. Maryland requires 95% as the minimum criteria to meet the testing participation requirement for AYP.

In March 2004, the U.S. Department of Education announced new flexibilities in calculating participation rates. States are now able to average participation rates over a three-year period. Students who are unable to take the test during the testing and make-up windows because of a medical emergency will not count against the schools participation rate.

Data from the previous one or two years may be used to average the participation rate data for a school and/or subgroup, as needed. If this two- or three-year average meets or exceeds 95 percent, the AYP requirement will be met.

Performance Level Standards

Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland School Performance Program (MSPP) performance standards were determined through deliberative processes by educators with involvement of critical stakeholders

such as the legislators and members of the business community. The State Board of Education adopted all standards.

Maryland standards are divided into three levels of achievement:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

Student performance is reported in terms of these achievement levels:

Reading:

Basic: Students at this level are unable to adequately read and comprehend grade appropriate literature and informational passages.
Proficient: Students at this level can read grade appropriate text and demonstrate the ability to comprehend literature and informational passages.
Advanced: Students at this level can regularly read above-grade level text and demonstrate the ability to comprehend complex literature and informational passages.

Mathematics:

Basic: Students at this level demonstrate only partial mastery of the skills and concepts defined in the Maryland Mathematics Content Standards at their grade level.
Proficient: Students at this level demonstrate an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.
Advanced: Students at this level can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

Safe Harbor

Safe Harbor means that if a school does not meet the annual performance targets for each subgroup, a provision called Safe Harbor still allows a school to make AYP if the school meets all performance targets in the aggregate, and the subgroup meets the other academic indicator; and the percentage of students achieving below the proficient level in that subgroup decreases by ten percent. Safe Harbor is calculated using the last two years of test administration data.

Special Placement Schools

Special Placement Schools means schools that are not a part of the 24 regular Maryland school systems. These schools provide educational opportunities appropriate to their student population's abilities and needs. Examples of schools in this category include, Kennedy Krieger Middle and High Schools, the Maryland School for The Deaf, the Maryland School for the Blind, Department of Juvenile Justice schools and centers.

Baseline Data from FFY2004 (2004-2005):

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup

In the SPP submitted on February 2007, the baseline used was the number of local school systems making AYP in the 2004 state testing. Of the 24 Maryland school systems, 16 or 66% met AYP for the 2003-2004 school year. DSE/EIS has corrected the 2003-2004 baseline to reflect performance based on the 2005 MSA. The 2005 MSA testing resulted in 29% of LEAs making AYP in the

subgroup of special education as the baseline. For all students, including students with disabilities, all of Maryland's school systems met the minimum "N" size of 5 or greater. The increasing demands on performance of all Maryland students due to the significant increase in the Annual Measurable Objectives for the 2004-2005 testing is the reason for the drop in the number of LEAs making AYP for the subgroup of special education.

A. 29% of districts (7 of 24) met AYP objectives for progress for students with disabilities during 2004-2005.

For all students, including students with disabilities**,** all of Maryland's 24 LEAs met the minimum "N" subgroup size of ≥ 5.

LEAs Making AYP for Students With Disabilities (SWD)	Met AYP for SWD in Reading	Met AYP for SWD in Math	Met AYP for SWD in Both Reading and Math
2004-2005	10 of 24 districts **42%**	9 of 24 districts **37.5%**	7 of 24 districts **29%**

B. Participation rate

B.a. Number of Children with IEPs in Grades Assessed

Grade	Math	Reading
3	7609	7600
4	8242	8239
5	8656	8645
6	8596	8601
7	8930	8939
8	8949	8960
10	6631	6531
Total	**57613**	**57515**

B. b. Number of Children with IEPs in a Regular Assessment with No Accommodations

Maryland did not collect data on this item during the 2004–2005 school year. For the 2004-2005 school year all students with IEPs in a regular assessment are counted as having accommodations. The APR for 2005-2006 includes data on students tested with and without accommodations.

B. c. Number of Children with IEPs in a Regular Assessment with Accommodations (Updated 2006)

Grade	Math	Reading
3	7047	7041
4	7645	7651
5	7905	7903
6	7740	7693
7	7972	7896
8	8107	8042
10 End-of-Course	5772	5677*

The number of students with IEPs who were assessed in math and reading at grade 10 was made available after submission of the SPP for 2004-2005 and has since been included in the

above table. Note that for 2005 the grade 10, end-of-course assessment in mathematics was Geometry and for reading, English 2.

B. d. Number of Children with IEPs in Alternate Assessment against Grade Level Standards (Revised 2006)

Grade	Math	Reading
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
10	0	0

Results from the appeals process for the modified Maryland School Assessment applied only to qualified individual schools in terms of making Adequate Yearly Progress. Individual student performance is not impacted by the appeals process. Student performance data will be available upon the development and implementation of the modified assessment against grade level standards. In Maryland for the 2004-2005 state assessment 859 appeals were granted out of the 1350 submitted.

B. e. Number of Children with IEPs in Alternate Assessment against Alternate Achievement Standards

Grade	Math	Reading
3	526	526
4	541	541
5	686	686
6	793	793
7	910	910
8	842	842
10/ End-of-course	858	858
Total	**5159**	**5159**

Overall Percentage 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. These are corrected tables for 2004-2005 to show that students (d) that participated in the Mod-MSA appeals process did not receive modified scores, rather the results were applied to eligible schools only in terms of the school meeting AYP. (*Revised 2006 to include grade 10 information and to reflect non-duplicated counts for students who participated in the modified MSA process since these students are counted in the general assessment pending development of an actual modified assessment.)*

Maryland did not collect data on this item during the 2004–2005 school year. For the 2004-2005 school year all students with IEPs in a regular assessment are counted as having accommodations. The APR for 2005-2006 includes data on students tested with and without accommodations.

Math (b+ c+ d+ e ÷ a x100 = Percentage)							
	b	c	d	e	Total	a	Percent
Grade							
3	0	7047	0	527	7574	7609	100%
4	0	7645	0	542	8187	8242	100%
5	0	7905	0	686	8591	8656	100%

6	0	7740	0	793	8533	8596	100%
7	0	7972	0	910	8882	8930	100%
8	0	8107	0	842	8949	8949	100%
10	0	5772	0	859	6631	6634	99.9%

Reading (b+ c+ d+ e ÷ a x100 = Percentage)							
	B	c	d	e	Total	a	Percent
Grade							
3	0	7041	0	527	7568	7600	99.5%
4	0	7651	0	542	8193	8240	99.4%
5	0	7903	0	686	8589	8645	99.3%
6	0	7693	0	793	8486	8601	98.6%
7	0	7896	0	910	8806	8939	98.5%
8	0	8042	0	842	8884	8960	99.1%
10	0	5677	0	859	6536	6535	100%

C. Proficiency rate

C. a. Number of Children with IEPs in Grades Assessed Updated 2006 to include Grade 10

Grade	Math	Reading
3	7609	7600
4	8242	8239
5	8656	8645
6	8596	8601
7	8930	8939
8	8949	8960
10 End-of-Course	6631	6531
Total	**57,613**	**57,515**

C.b. Number of Children with IEPs in Grades Assessed who are Proficient or Above as Measured by the Regular Assessment with No Accommodations

Maryland did not collect data on this item during the 2004–2005 school year. For the 2004-2005 school year all students with IEPs in a regular assessment are counted as having accommodations.

C.c. Number of Children with IEPs in Grades Assessed who are Proficient or Above as Measured by the Regular Assessment with Accommodations Updated 2006

Grade	Math	Reading
3	3509	3634
4	3645	4318
5	2869	3525
6	1685	2558
7	1434	2268
8	1376	2231
10 End-of-Course	977	895

The number of students with IEPs who were assessed proficient or advanced in math and reading at Grade 10 was not available for last year's submission pending final resolution of the appeals. Data has since been included in Table C.c.

C.d. Number of Children with IEPs in Grades Assessed who are Proficient or Above as Measured by the Alternate Assessment against Grade Level Standards. (Revised 2006 per earlier discussion of the modified MSA appeals process.)

Grade	Math	Reading
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
10	0	0

Results from the appeals process for the modified Maryland School Assessment applied only to qualified individual schools in terms of making Adequate Yearly Progress. Individual student performance is not impacted by the appeals process. Student performance data will be available upon the development and implementation of the modified assessment against grade level standards. In Maryland for the 2004-2005 state assessment 859 appeals were granted out of the 1350 submitted. Refer to the earlier discussion of the Maryland Mod-MSA appeals process for further clarification regarding results.

C.e. Number of Children with IEPs in Grades Assessed who are Proficient or Above as Measured by the Alternate Assessment against Alternate Achievement Standards.

Grade	Math	Reading
3	388	378
4	383	393
5	495	509
6	530	547
7	592	617
8	567	576
10 End-of – Course	537	567
Total	**3492**	**3587**

Overall Percentage = (b + c + d + e) ÷ a x 100 (Revised 2006*)

Revised 2006 to include grade 10 information and to reflect non-duplicated counts for students who participated in the modified MSA process since student performance is already counted in the general assessment pending development of an actual modified assessment.)

Math (b+ c+ d+ e) ÷ a x 100 = Percentage)							
	b	c	d	e	Total	a	Percent
Grade							
3	0	3509	0	388	3897	7609	51.2%
4	0	3645	0	383	4028	8242	48.8%
5	0	2869	0	495	3364	8656	38.8%
6	0	1685	0	530	2215	8596	25.7%
7	0	1434	0	592	2026	8930	22.6%
8	0	1376	0	567	1943	8949	21.7%
10	0	997	0	537	1534	6534	23.4%

Reading (b+ c+ d+ e) ÷ a x100 = Percentage)							
	b	c	d	e	Total	a	Percent
Grade							
3	0	3634	0	378	4012	7600	52.7%
4	0	4318	0	393	4711	8239	57.1%
5	0	3525	0	509	4034	8645	46.6%
6	0	2558	0	547	3105	8601	36.1%
7	0	2268	0	617	2885	8939	32.2%
8	0	2231	0	576	2807	8960	31.3%
10	0	895	0	567	1462	6536	22.3%

Discussion of Baseline Data:

A. **AYP**

MSDE has determined State level AYP results for 2004-2005 and found that 29% of local school systems made Adequate Yearly Progress. This means that 7 out of 24 local school systems met AYP for the subgroup special education in reading and in math. For all students, including students with disabilities, all 24 LEAs met the minimum "N" subgroup size of ≥ 5. (Updated April 5, 2007)

B. **Participation**

Participation of students with disabilities in statewide assessments ranges from 98% to 100% depending on grade level and content being tested. Therefore, all of the special education subgroups exceed the State established 95% participation rate for schools, local school systems and the State. This participation rate is applicable to all students, including students with disabilities. All students must participate in the MSA or Alt-MSA. Students that meet rigorous eligibility rules may also participate in the State's modified MSA appeals process after having taken the MSA. Through the decision making process, the IEP team determines the statewide and district-wide assessments in which the child will participate. The IEP includes documentation of that decision. Note that participation in the Mod-MSA appeals process pending development of an actual modified assessment impacts individual school performance only as described previously in the SPP.

Students with disabilities are expected to participate in Statewide assessments. Student count and rate of participation are calculated based on the school enrollment on the day of testing and publicly reported on the MSDE website by subgroup, grade, content area, and assessment. All

students are provided several opportunities to take the MSA or the Alt -MSA as per individual student IEPs. A student that fails to take the assessment during these make-up times is assigned a basic score. The differences in numbers of students who took the mathematics and reading tests in grades 3 – 8 are due to the fact that the two content area tests are administered over a 12-day period (8 days from which local school systems select 4 days to schedule a primary administration of reading and mathematics, and an additional 4-day period for make-up testing for both contents). Due to student mobility in Maryland, students come in and out of various schools and school systems during the testing period. While overall it would be expected that approximately the same number of students would take both content areas, because of student withdrawals and enrollments during the testing window, the two content areas are never exactly the same. A student may take reading, for example, and then move out of state, etc. To date, there have been no parental exceptions reported.

MSDE did not collect data on the number of students with IEPs that received accommodations but has begun to do so for the 2005-2006 school year with results reported in this year's APR. For the 2004-2005 school year, all students with IEPs in a regular assessment are counted as having accommodations.

C. Proficiency

Proficiency Levels are determined on a yearly basis. Proficiency can be met in one of two ways. The first is to meet or exceed the AMO; the second is through performance within its confidence interval. The confidence interval widens the target around the AMO and varies by the size of the group, such that the smaller the group tested the larger the interval. Progress in reading and in mathematics is measured by AMO in the aggregate and for student subgroups. AMO are the same for disabled and non-disabled students. AMO have been established for each grade level and content area. The state-established AMO are performance targets that assess annual progress for every student subgroup, school, school system, and the State. Maryland's AMO increase each year and are designed to ensure that 100% of students achieve proficiency in reading and mathematics by the end of the school year in 2013-2014. The AMO for 2005 was a significant increase over the AMO for 2004. The 2005 State AMO for math was 44.1%. The 2005 State AMO for reading was 54.8%.

Using the overall percentage chart for the math portion of all assessments (MSA and Alt-MSA), students in grades three and four demonstrate the highest rate of proficient or above. Students in the eighth grade demonstrate the lowest rate of 21.7% proficient or above. Grades 3, 4, and 5 demonstrate higher rates of proficiency in math (51.2, 48.8 and 38.8 respectively) than grades 6, 7, and 8 (25.7, 21.7 and 23.4 respectively).

The impact of Maryland's participation in the Federal *Reading First* initiative continues to be a factor in the rates of proficiency in reading seen in the primary grades, especially Grade 3 where students with disabilities continue to perform at the AMO. Using the overall percentage chart for the reading portion of all assessments (MSA and Alt-MSA), students in the fourth grade demonstrate the highest rate of 57.1% proficient or above. Students in the eighth and tenth grades demonstrate the lowest rates of proficiency and above at 31.3% and 22.3% respectively.

<table>
<tr><th>FFY</th><th>Measurable and Rigorous Target</th></tr>
<tr><td>2005
(2005-2006)</td><td>A. 29% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with disabilities will participate in the Statewide assessment system.
C. Student with disabilities will meet the content area AMO as follows:
<table>
<tr><th>Grade</th><th>Mathematics AMO</th><th>Reading AMO</th></tr>
<tr><td>3</td><td>56.96%</td><td>50.91%</td></tr>
<tr><td>4</td><td>56.71%</td><td>65.35%</td></tr>
<tr><td>5</td><td>47.15%</td><td>57.05%</td></tr>
<tr><td>6</td><td>38.08%</td><td>59.50%</td></tr>
<tr><td>7</td><td>35.47%</td><td>57.25%</td></tr>
<tr><td>8</td><td>33.75%</td><td>53.36%</td></tr>
<tr><td>10</td><td>29.80%</td><td>45.30%</td></tr>
<tr><td>12</td><td>40.68%</td><td>40.00%</td></tr>
</table></td></tr>
<tr><td>2006
(2006-2007)</td><td>A. 33% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:
<table>
<tr><th>Grade</th><th>Mathematics AMO</th><th>Reading AMO</th></tr>
<tr><td>3</td><td>66.53%</td><td>61.82%</td></tr>
<tr><td>4</td><td>66.33%</td><td>73.05%</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</td><td>29.8%</td><td>52.17%</td></tr>
<tr><td>12</td><td>38.56%</td><td>45.3%</td></tr>
</table></td></tr>
<tr><td>2007
(2007-2008)</td><td>A. 38% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:
<table>
<tr><th>Grade</th><th>Mathematics AMO</th><th>Reading AMO</th></tr>
<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</td><td>38.6%</td><td>59.00%</td></tr>
<tr><td>12</td><td>47.33%</td><td>52.2%</td></tr>
</table></td></tr>
</table>

2008

(2008-2009)

A. 50% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:

Grade	Mathematics AMO	Reading AMO
3	76.09%	72.73%
4	75.95%	80.75%
5	70.64%	76.14%
6	65.60%	77.50%
7	64.15%	76.25%
8	63.18%	74.09%
10		65.83%
12	56.11%	

2009

(2009-2010)

54% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:

Grade	Mathematics AMO	Reading AMO
3	80.87%	78.18%
4	80.76%	84.60%
5	76.51%	80.91%
6	72.48%	82.00%
7	71.32%	81.00%
8	70.55%	79.27%
10		72.67%
12	64.89%	

2010

(2010-2011)

A. 50% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:

Grade	Mathematics AMO	Reading AMO
3	85.65%	83.64%
4	85.57%	88.45%
5	82.38%	85.68%
6	79.36%	86.50%
7	78.49%	85.75%
8	77.91%	84.45%
10		79.50%
12	73.67%	

2011

(2011-2012)

A. 50% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:

Grade	Mathematics AMO	Reading AMO
3	90.44%	89.09%
4	90.38%	92.30%
5	88.25%	90.45%
6	86.24%	91.00%
7	85.66%	90.50%
8	85.27%	89.64%
10		79.50%
12	82.44%	86.33%

<table>
<tr>
<td>2012
(2012-2013)</td>
<td>A. 50% of the State's local school systems will meet AYP for the subgroup of students with disabilities.
B. 95% of students with will participate in the Statewide assessment system.
C. Student with disabilities will meet the AMO as follows:
<table>
<tr><th>Grade</th><th>Mathematics AMO</th><th>Reading AMO</th></tr>
<tr><td>3</td><td>95.22%</td><td>94.55%</td></tr>
<tr><td>4</td><td>95.19%</td><td>96.15%</td></tr>
<tr><td>5</td><td>94.13%</td><td>95.23%</td></tr>
<tr><td>6</td><td>93.12%</td><td>95.50%</td></tr>
<tr><td>7</td><td>92.83%</td><td>95.25%</td></tr>
<tr><td>8</td><td>92.64%</td><td>94.82%</td></tr>
<tr><td>10</td><td></td><td>79.50%</td></tr>
<tr><td>12</td><td>91.22%</td><td>93.17%</td></tr>
</table>
</td>
</tr>
</table>

Improvement Activities/Timelines/Resources:

(Revised 2/1/2007)

Improvement Activities	Timelines	Resources
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.	Annually	DSE/EIS staff DSFSSS staff LSS staff
Collect data on students with disabilities with accommodations	July 1, 2005 and ongoing thereafter	DAA staff Local Accountability Coordinators
Complete Mod-MSA appeals process	July 1, 2005 – January, 2006 and ongoing	DSE/EIS staff Consultants
Advise LSS and Special Placement Schools of actions taken by the State Board of Education and Department relative to Statewide Assessments.	August 2005 – June 2006 and will remain ongoing	DSE/EIS staff DAA staff Office of Academic Policy State Board of Education
Provide professional development modules regarding IDEA 2004 changes	July 2005 and September 2006 and as needed	DSE/EIS staff Division of Instruction (DI) staff Johns Hopkins University, Center of Technology and Education (JHU-CTE)

Improvement Activities	Timelines	Resources
Provide professional development modules to LSS and PA on differentiation of instruction, interventions, the Voluntary State Curriculum	July, 2005 – June 30, 2006 and Ongoing	DSE/EIS staff DI staff JHU-CTE
Collaborate with general and special educators at the state, local and school levels. Participate in *Reading First* activities.	July, 2005 – June 30, 2006 and ongoing	DSE/EIS staff DI staff JHU-CTE
Provide technical assistance to local school systems regarding the instruction and achievement of students with disabilities	July 2005 - June 30, 2006 school year and ongoing	DSE/EIS staff DI staff
Award capacity building achievement grants that support promising practices to accelerate the performance of students with disabilities	September 2005 and annually thereafter	DSE/EIS staff JHU
Expand the web-based statewide IEP system currently being piloted 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.	July 2005 – June 2006 and ongoing	DSE/EIS staff JHU-CTE
Develop and disseminate "A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities"	September 2005 – July 2006 and annually thereafter	DAA staff DSE/EIS staff Local Accountability Coordinators
Continue the development of the www.md.k12 website	July 2005 – June 2006 and ongoing	DSE/EIS staff
Develop and disseminate Technical Assistance Bulletins as needed	July 2005 – June 2006 ongoing	DSE/EIS staff

Improvement Activities	Timelines	Resources
Support local school system outreach on what was funded through the discretionary grants and is working to accelerate performance of students with disabilities.	October 2005 and annually thereafter	DSE/EIS LSS staffs
Participate in national and state research and policy organizations to ensure current information on what is working to improve performance for students with IEPs NEW	October 2005 – September 2008	Member of: Statewide Technology Advisory Council and National Center for Innovation & Improvement's Advisory Board
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-September 2007 and Ongoing	DSE/EIS staff DSFSSS staff (Title I)
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.	July 2005 and ongoing	DSE/EIS staff Selected principals from LSS
Create revised Alt-MSA Handbook and Condition Code Packet. Provide technical assistance to local school systems and nonpublic schools on request NEW	June 2005-June 2006	DSE/EIS staff

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

MSDE completed all activities from the previous APR and all SPP activities with the exception of those marked annually or ongoing. The resources remain unchanged. New activities are listed below.

MSDE will develop a Mod-HSA assessment for the FFY 2007 State assessment. The Mod-HSA appeals process for high schools is expected to end after the administration of the FFY 2007 State assessments.

MSDE will participate in the ongoing enhancement of the State's www.md.k12 website with publications such as "Getting Results" which documents Maryland schools successes with improvement initiatives for students with disabilities.

MSDE will continue to review/revise the www.mdreportcard.org for reporting assessment and other local school system data to enhance readability, as appropriate.

MSDE will 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.

MSDE will 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.

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

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. REVISED	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 REVISED	DAA staff Local Accountability Coordinators	Revised timeline to reflect the remaining years of the SPP.
Complete Mod-MSA appeals and Mod-HSA appeals process. REVISED	July 1, 2005 through February 2012 REVISED	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.
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 REVISED	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. DELETED	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.

Improvement Activities	Timelines	Resources	Justifications
Provide professional development modules to local school systems (LSSs) and public agencies (PA) on instructional strategies, instructional delivery models, and the Voluntary State Curriculum. REVISED	July, 2005 through February 2012 REVISED	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. DELETED	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. REVISED	September through February 2012 REVISED	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.
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.	July 2005 through February 2012 REVISED	DSE/EIS staff LSS/PA Nonpublic Schools JHU-CTE	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. Revised the timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justifications
Develop and disseminate "A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities." REVISED	September 2005 through February 2012 REVISED	DAA staff DSE/EIS staff Local Accountability Coordinators	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 Revised the timelines to reflect the remaining years of the SPP.

Revisions, <u>with Justification</u>, to Improvement Activities / Targets / Timelines / Resources for FFY 2009:

Improvement Activities	Timelines	Resources	Justification
Complete Mod-MSA appeals and Mod-HSA appeals process.	July 1, 2005 through February 2012 REVISED	DSE/EIS staff Consultants	Revised improvement activity to include Mod-HSA appeals activity. Revised timeline to reflect the remaining years of the SPP.
Systemic Co-Teaching Initiative to improve student achievement.	March 2008 through February 2012 REVISED	DSE/EIS staff, Division of Leadership Development staff, Division of Instruction staff and Consultants	To improve knowledge and skills of teachers and administrators for implementation of effective instructional co-teaching practices that improve student achievement. Revised timeline to reflect the remaining years of the SPP.
Mod-MSA regional trainings for local school systems and nonpublic school representatives for students with disabilities enrolled in grades 6-8. NEW	August 2008 through February 2012 REVISED	DSE/EIS staff, DAA staff,	To improve knowledge and skills of IEP team members on Modified Assessments and Eligibility for participation, Standards-based IEPs, and Accommodations. Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
Provide technical assistance and professional development to local school systems (LSSs) and nonpublic schools on instruction and assessment in reading, mathematics and science as found in the State curriculum. NEW	August 2008 through February 2012 REVISED	DSE/EIS staff, DAA staff, DCI staff	To improve knowledge and skills of IEP team members on effective instruction and assessment as found in the state curriculum. Revised timeline to reflect the remaining years of the SPP.
Technical assistance will be provided to local school systems regarding the eligibility requirement for participation in the Alternative and Modified Assessments. NEW	August 2007 through February 2012 REVISED	DSE/EIS and DAA staff	To improve knowledge and skills of IEP team members on the decision making process for determining the appropriate assessment for students with disabilities based on eligibility criteria. Revised timeline to reflect the remaining years of the SPP.
Develop revised Content Guidance Documents to include comprehensive understanding of Maryland Content Standards in reading, mathematics and science. NEW	August 2008 through February 2012 REVISED	DSE/EIS staff, DAA staff, DCI staff	To improve knowledge and skills of IEP team members on understanding the Maryland Content Standards. Revised timeline to reflect the remaining years of the SPP.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources	Justifications
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 June 30, 2013. REVISED	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 June 30, 2013. REVISED	DAA staff Local Accountability Coordinators	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
Complete Mod-MSA appeals and Mod-HSA appeals process.	July 1, 2005 through June 30, 2013. REVISED	DSE/EIS staff Consultants	Revised timeline to reflect to reflect the remaining years of the SPP.
Advise LSS and Special Placement Schools of actions taken by the State Board of Education and Department relative to Statewide Assessments.	August 2005 through June 30, 2013. REVISED	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 to local school systems (LSSs) and public agencies (PA) on instructional strategies, instructional delivery models, and the State Curriculum.	July, 2005 through June 30, 2013. REVISED	DSE/EIS staff DI staff JHU-CTE	Revised timeline to reflect the remaining years of the SPP.
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.	September through June 30, 2013. REVISED	DSE/EIS staff DI staff	Revised timeline to reflect the remaining years of the SPP.
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.	July 2005 through June 30, 2013. REVISED	DSE/EIS staff LSS/PA Nonpublic Schools JHU-CTE	Revised the timeline to reflect the remaining years of the SPP.
Develop and disseminate "A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment of Students with Disabilities."	September 2005 through June 30, 2013. REVISED	DAA staff DSE/EIS staff Local Accountability Coordinators	Revised the timelines to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
To enhance the www.md.k12 website with information and resources regarding children and youth with IEPs.	July 2005 through June 30, 2013 REVISED	DSE/EIS staff	Revised the timeline to reflect the remaining years of the SPP.
Participate in national and State research and policy organizations to ensure current information on what is working to improve performance for children with IEPs.	October 2005 through June 30, 2013 REVISED	Member of: Statewide Technology Advisory Council and National Center for Innovation & Improvement's Advisory Board	Revised the timeline to reflect the remaining years of the SPP.
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 June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff (Title I)	Revised the timeline to reflect the remaining years of the SPP.
Create revised Alt-MSA Handbook and Condition Code Packet. Provide technical assistance to local school systems and nonpublic schools.	June 2005 through June 30, 2013 REVISED	DSE/EIS staff	Revised timeline to reflect the remaining years of the SPP.
Develop a Mod-HSA assessment.	June 2006 through June 30, 2013 REVISED	DSE/EIS staff DAA staff	Revised the timeline to reflect the remaining years of the SPP.
MSDE will continue to review/revise the www.mdreportcard.org for reporting assessment and other local school system data to enhance readability.	June 2006 through June 30, 2013 REVISED	DSE/EIS staff DAA staff	Revised the timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
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.	May 2006 through June 30, 2013 REVISED	DSE/EIS staff DAA staff	Revised the timeline to reflect the remaining years of the SPP.
MSDE will annually review and revise the SPP public website www.mdideareport.org as required by IDEA.	May 2007 through June 30, 2013 REVISED	DSE/EIS staff JHU-CTE	Revised the timeline to reflect the remaining years of the SPP.
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."	September 2007 through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff MSRRC DOI LSS NCLB/IDEA Partnership Initiative	Revised timeline to reflect the remaining years of the SPP.
Provide technical assistance and professional development to local school systems (LSSs) and nonpublic schools on instruction and assessment in reading, mathematics and science as found in the State curriculum.	August 2008 and ongoing through June 30, 2013 REVISED	DSE/EIS staff, DAA staff, DCI staff	Revised timeline to reflect the remaining years of the SPP.
Technical assistance will be provided to local school systems regarding the eligibility requirement for participation in the Alternative and Modified Assessments.	August 2008 through June 30, 2013 REVISED	DSE/EIS and DAA staff	Revised timeline to reflect the remaining years of the SPP.
Develop revised Content Guidance Documents to include comprehensive understanding of Maryland Content Standards in reading, mathematics and science.	August 2009 through June 30, 2013 REVISED	DSE/EIS staff, DAA staff, DCI staff	Revised timeline to reflect the remaining years of the SPP.
Begin Pilot of IQUIS-MD, a rubric designed to evaluate the quality of IEPs written in Maryland. NEW	January 2011-March 2011	DSE/EIS CTE	To evaluate and enhance the quality of IEPs written in Maryland in order to improve achievement of students with disabilities.

Improvement Activities	Timelines	Resources	Justifications
Mod-MSA regional trainings for local school systems and nonpublic school representatives for students with disabilities enrolled in grades 3-5. NEW	August 2009 through June 30, 2013	DSE/EIS, DAA	To improve knowledge and skills of IEP team members on Modified Assessments and Eligibility for participation, Standards-based IEPs, and Accommodations
Convene an Accommodations Committee consisting of stakeholders from across the State NEW	January 2010 – December 2011	DSE/EIS, DAA	Review and make recommendations for revising the Maryland Accommodations Manual and provide guidance in developing technical assistance documents.
Systemic Co-Teaching Initiative to improve student achievement. NEW	March 2008 through June 30, 2013	DSE/EIS staff, Division of Leadership Development, Division of Instruction, Consultants	To improve knowledge and skills of teachers and administrators for implementation of effective instructional co-teaching practices that improve student achievement.
Provided special education leadership and school teams' knowledge and understanding in developing and implementing standards-based IEPs NEW	September 2009 through June 30, 2013	DSE/EIS, DAA, Consultant.	Develop professional development modules for the LSSs to access on the Maryland State website in order to provide a consistent uniformed training on writing standards-based IEPs across the State. Modules will be aligned to the SC and bridged to the Common Core Standards.
Develop a list of Reading and Mathematics Interventions. NEW	September 2009 through June 30, 2013	DSE/EIS, DAA, Modified Assessment Facilitators	Provide guidance and support to local school systems with a list of Reading and Mathematics Interventions to supplement interventions currently used the local school systems.
Release online Alt-MSA Professional Development modules with updated sections on including students with the most significant cognitive disabilities. REVISED	August 2009 through June 30, 2013 REVISED	DSE/EIS, DAA, DOI	To provide valuable tools and other resources for teachers to use to implement instruction and assessment for students with significant cognitive disabilities who participate in the Alt-MSA. Revised timeline to reflect the remaining years of the SPP.

Revisions, with Justification, to Improvement Activities/Targets/Timelines/Resources for FFY 2011:

Improvement Activities	Timelines	Resources	Justification
Begin Pilot of IQUIS-MD, a rubric designed to evaluate the quality of IEPs written in Maryland. **COMPLETED**	Fall 2010 through March 2011	DSE/EIS and CTE staff	To evaluate and enhance the quality of IEPs written in Maryland in order to improve achievement for students with disabilities
Revisions to the IQUIS-MD will be made based on feedback from pilot participants and stakeholders. **NEW**	Winter 2011 to June 30, 2013	DSE/EIS and CTE staff	Results of the analysis of data related to IQUIS will provide the Division and local school system administrators with specific areas of need in IEP development, which can be addressed by targeted professional development
Begin a professional development pilot with one of the IQUIS pilot counties. This PD pilot will focus on the procedural facilitators, or "Wizards" associated with 4 areas of the Maryland Online IEP **NEW**	Winter 2011 to June 30, 2013	DSE/EIS and CTE staff	Results of the analysis of data related to IQUIS will provide the Division and local school system administrators with specific areas of need in IEP development, which can be addressed by targeted professional development
Convene an Accommodations Committee consisting of stakeholders from across the State **REVISED**	January 2010 to June 30, 2013.	DSE/EIS, DAADS	To review and make recommendations for revising the Maryland Accommodations Manual and provide guidance in developing technical assistance documents Revised timeline to reflect the remaining years of the SPP

Improvement Activities	Timelines	Resources	Justification
Provide special education leadership and school teams' information related to understanding the development and implementation of standards-based IEPs. **REVISED**	September 2009 to Fall 2012	DSE/EIS, DAADS, Consultant.	To develop professional development modules to provide a consistent uniformed training on writing standards-based IEPs across the State. The modules will be aligned to the SC and bridged to the Common Core Standards and will be accessible on the MSDE website Revised timeline to reflect the remaining years of the SPP
Develop a list of Reading and Mathematics Interventions **REVISED**	September 2009 to June 30, 2013	DSE/EIS, DAADS, Modified Assessment Facilitators	To provide a list of evidence based Reading and Mathematics Interventions to local school systems and public agencies to supplement interventions currently used in local school systems Revised timeline to reflect the remaining years of the SPP
Alt-MSA artifact development with supporting documentation to include lessons, ideas for adaptations, and how to link to functional skills **REVISED**	August 2010 to June 30, 2013	DSE/EIS staff, DAADS staff, DOI staff	To provide guidance on aligned Alt-MSA artifacts to the state curriculum
Develop Braille Standards for Mathematics and English/Language Arts **REVISED**	Fall 2010 through September 2012	DSE/EIS, DOI Staff, Stakeholders, Mid-South Regional Resource Center	To improve expectations and outcomes for student who read Braille, establish standards for the Braille skills needed by students in PreK through Grade 12 to access the Maryland State Common Curriculum

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

Indicator 4A

Beginning with the suspension data for the 2000-2001 school year, Maryland has identified local school systems (LSS) with a significant discrepancy in suspension rates for five school years. Two separate analyses of the suspension data at the State level and the local level have been performed to compare the percentages of children with disabilities suspended to the rates for non-disabled children.

The first analysis compares the percentages of each population that had single "extended" suspensions greater than 10 days in duration. The second analysis compared the percentages of each population that had "multiple" suspensions summing to greater than 10 days in duration. The analyses of both extended suspensions and multiple suspensions used a "comparative ratio" approach in analyzing the percentages between the two populations. The percentage of students with disabilities was divided by the percentage of non-disabled students. If the resulting ratio was greater than one (1.00), this indicated that the students with disabilities were suspended at a higher rate than their non-disabled peers. MSDE decided to use a ratio of greater than or equal to 2 to 1 (2.00+) as the first criterion for flagging an LSS as having a significant discrepancy. Since extended suspensions as well as multiple suspensions summing to greater than 10 days are relatively infrequent occurrences, the problem of small numbers in LSS groups required a further criterion.

MSDE decided to use a rule that both groups needed to have at least 20 students in each cell for a finding of a significant discrepancy to be identified by MSDE. See page 2-3, "Overview of Issues/Description of System or Process" for Indicator 1 for a description of the integration of the SPP Indicator with Maryland's BTE Master Plan process.

Indicator 4B – Revised 12/21/2010

Maryland identifies local school systems with significant discrepancy by race or ethnicity, in the rates of suspension and expulsions of greater than 10 days in a school year 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. In addition to meeting the risk ratio of 2.0 the local school systems must meet the criteria for the minimum "n" size which is determined using the rubric method based on the local school system's total enrollment. The "n" sizes are as follows:

- Total enrollment less than 8,999 = "n" size 15
- Total enrollment 9,000 to 34,999 = "n" size 20
- Total enrollment 35,000 to 79,999 = "n" size 25, and,
- Total enrollment more than 80,000 = "n" size 30

Based on the data, the State identified one school district with significant discrepancy by race for this reporting period. The local school system provided the State with its policies and procedures regarding the suspension of students with disabilities. The State provided assistance focusing on the development of the corrective action by clarifying requirements, reviewing policies and procedures, individualized education program team processes, data accuracy and the provision of a free appropriate public education after day ten of suspension. Noncompliance was identified and correction required consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Indicator 4B (Original SPP Overview of Issue/Description of System or Process)

Beginning in the 2005-2006 school year analysis of the rates of suspension and expulsion were modified to include the analysis of the data by race and ethnicity. When the suspension data was disaggregated by race and ethnicity the numbers in the various cells were substantially smaller. In order to conduct a more meaningful analysis by race and ethnicity Maryland investigated combining extended suspensions of greater than 10 days and multiple suspensions summing to greater than 10 days into a single total of "suspensions and expulsions of students greater than 10 days" which included all suspensions summing to greater than 10 days. Maryland continues to compare the rates of suspension of students with disabilities to those of non-disabled students.

With the July 1, 2005 effective date of IDEA 2004 Maryland examined and analyzed available LSS data on suspension by race/ethnicity and identified five LSS required to use 15% of their IDEA Part B allocation for early intervening services in accordance with 20 U.S.C. §1418(d)(2)(B). Data collection and an analysis were conducted for all students suspended, combining extended suspensions and multiple suspensions, as well as separate analyses for students by each race and ethnicity. In each analysis, students with disabilities were compared to non-disabled students. Otherwise the methodology used in this process remains the same. MSDE conducted this combined analysis for the 2005-2006 school year to support the establishment of appropriate targets for future years.

The analyses of combined suspensions used a "comparative ratio" approach in analyzing the percentages between the two populations. The percentage of students with disabilities was divided by the percentage of non-disabled students of the same race/ethnicity. If the resulting ratio was greater than one (1.00), this indicated that the students with disabilities were suspended at a higher

rate than their non-disabled peers. A ratio of greater than or equal to 2 to 1 (2.00+) is the first criterion for flagging an LSS as having a significant discrepancy. MSDE applied a rule that both groups needed to have at least 20 students in each cell for a finding of a significant discrepancy to be identified.

Baseline Data for FFY 2004 (2004-2005):

Indicator 4A

See the attached suspension data charts. Chart 1 reports "Extended Suspensions Greater Than 10 Days." Chart 2 reports "Multiple Suspensions Summing to Greater Than 10 Days". Chart 3 shows the affect of combining "Extended and Multiple Suspension Summing to Greater than 10 Days." As noted in the preceding section, MSDE has conducted a combined analysis for the 2004-2005 so as to be able to establish appropriate targets for future years. The baseline data for 2004-2005 compared with subsequent years closely resembles the 2004-2005 data for "multiple suspensions summing to greater than 10 days".

Indicator 4B

Baseline Data for FFY 2005 (2005-2006):

Number of LSS with disparity ratios greater than 2.0 by race and ethnicity

Racial and Ethnic Group	Number of LSS with Ratios greater than or equal to 2.0	Percentage
American Indian	0	0
Asian, Pacific Islander	0	0
African American, non-Hispanic	5	20.83%
Hispanic	1	4.16%
White, non-Hispanic	5	20.83%

Baseline Data for FFY 2009 (using 2008-2009 data):

2009 (using 2008-2009 data)	4.1% (1) of local school systems had: a. a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and b. policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Discussion of Baseline Data:

A review of baseline data indicates that two local school systems were identified with a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs compared to nondisabled students. One local school system was identified in the race category of white. A review of policies and procedures indicate that they comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The second local school system was identified in the race category of African American. A review of this local school systems policies

and procedures indicates noncompliance with requirements and therefore contributes to the significant discrepancy.

4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs (that meet "n" size requirement)	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (2008-2009 data)	24	1	4.1%

*18 of the 24 local school systems did not meet the minimum "n" size

4B(b). Policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs (that meet "n" size requirement)	Number of LEAs that have Significant Discrepancies, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2009 (2008-2009 data)	24	1	4.1%

Discussion of Baseline Data:

Based on the data, the State identified one school district with significant discrepancy by race for this reporting period. The local school system provided the State with its policies and procedures regarding the suspension of students with disabilities. The State provided assistance focusing on the development of the corrective action by clarifying requirements, reviewing policies and procedures, individualized education program team processes, data accuracy and the provision of a free appropriate public education after day ten of suspension. Noncompliance was identified and correction required consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data): If any LEAs are identified with significant discrepancies:*

One local school system was identified with noncompliance related to discipline and the suspension of students with disabilities. Since the release of the 2008-2009 discipline data, technical assistance was provided to review progress, provide information, and conduct a mid-CAP review. Specifically, assistance focused on the development of the corrective action by clarifying requirements, and reviewing policies and procedures, individualized education program team processes, data accuracy, and the provision of a free appropriate public education after day ten. Although improvements have been made, the local school system continues to be noncompliant.

MSDE will continue to provide technical assistance and increase its supervisory oversight. The MSDE will:

- Assign an MSDE staff person to work directly with local school system staff for the correction of noncompliance;
- Provide available sources of technical assistance related to the areas of noncompliance;
- Require monthly collection of suspension data and quarterly results of internal audits of student records;
- Require quarterly scheduled meetings with MSDE;
- Require submission of regular reports on progress (minimum three times within the period of the CAP); and
- Conduct another on-site review of student records for students with disciplinary removals greater than ten school days prior to the end of the CAP.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	A No more than six (6) or 25% of the LSS 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. *This is a new indicator (baseline year FFY 2005) and measurable and rigorous targets for 2006-2010 below were based on baseline data.*
2006 **(2006-2007)**	A No more than five (5) or 20.83% of the LSS 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. B No more than five (5) or 20.83% of the LSS show a significant discrepancy in the rates of suspensions and expulsions greater than 10 days for all students with disabilities students with disabilities by race/ethnicity compared with all non-disabled students of the same race and ethnicity.
2007 **(using 2006-2007 data)**	A. No more than four (4) or 16.67% of the LSS 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. B. No more than four (4) or 16.67% of the LSS show a significant discrepancy in the rates of suspensions and expulsions greater than 10 days for all students with disabilities by race/ethnicity compared with all non-disabled students of the same race and ethnicity.
2008 **(using 2007-2008 data)**	A. No more than three (3) or 12.5% of the LSS 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. B. No more than three (3) or 12.5% of the LSS show a significant discrepancy in the rates of suspensions and expulsions greater than 10 days for all students with disabilities by race/ethnicity compared with all non-disabled students of the same race and ethnicity.
2009 **(using 2008-2009 data)**	A. No more than three (3) or 12.5% of the LSS 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. B. 0% of local school systems will have: a. A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and o more than three (3) or 12.5% of the LSS show a significant discrepancy in the rates of suspensions and expulsions greater than 10 days for all students

	with disabilities by race/ethnicity compared with all non-disabled students of the same race and ethnicity.
2010 **(using 2009-2010 data)**	A. No more than two (2) or 8.33% of the LSS 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. B. 0 % of local school systems will have: (a) A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) Policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2011 **(using 2010-2011 data)**	A. No more than two (2) or 8.33% of the LSS 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. B. 0 % of local school systems will have: (a) A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) Policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2012 **(using 2011-2012 data)**	A. No more than one (1) or 4.1% of the LSS 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. B. 0 % of local school systems will have: (a) A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) Policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Monitor LSS to evaluate the effectiveness of the activities to decrease the suspension/expulsion of students with disabilities by race/ethnicity and increase the usage of positive behavior interventions and supports.	February 2007 - ongoing	DSE/EIS staff Consultant DSFSSS staff LSS staff
Review of LSS student suspension records and report findings to LSS superintendent	November 2007 and annually	DSE/EIS staff Consultant DSFSSS staff LSS staff
Review LSS policies and procedures for practices relative to suspension/expulsion.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff LSS staff

Improvement Activities	Timelines	Resources
Require the revision of LSS policies, procedures, and practices, as appropriate, when a significant discrepancy is identified in the rate of suspension/expulsion of students with disabilities by race/ethnicity as compared to similarly situated nondisabled peers.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff LSS staff
Provide technical assistance to LSS related to positive student behavior interventions.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems
Collaborate with Division of Student, Family, and School Services (DSFSSS) to implement positive behavior interventions and supports (PBIS) within LSS.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems
Identify and implement best practice relative to reducing/eliminating disproportionate suspension of students with disabilities regardless of race/ethnicity.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems
Provide professional development to LSS staff on issues related to suspension of students with disabilities.	February 2007 and ongoing	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems
Partner with a national technical assistance agency, National Center for Culturally Responsive Education Systems (NCCRESt) to provide assistance to local school systems identified as significantly disproportionate.	December 2006 - ongoing	DSE/EIS staff Special Education State Advisory Committee State Disproportionality Steering Committee NCCRESt
Review the policies, procedures and practices of local school systems that have not been previously identified as discrepant in suspensions and/or expulsions.	January 2007 – ongoing	DSE/EIS staff LSS staff
Increase the capacity of local school systems to identify trends, patterns and pockets of disproportionate suspension and expulsion practices through the provision of detailed data reports on suspension and expulsion for each local school system.	October 2006 – ongoing	DSE/EIS staff DAA staff DSFSSS staff

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources	Justifications
Monitor LSS to evaluate the effectiveness of the activities to decrease the suspension/expulsion of students with disabilities by race/ethnicity and increase the usage of positive behavior interventions and supports.	February 2007 – ongoing through June 30, 2013 REVISED	DSE/EIS staff Consultant DSFSSS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Review of LSS student suspension records and report findings to LSS superintendent	November 2007 and annually through June 30, 2013 REVISED	DSE/EIS staff Consultant DSFSSS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Review LSS policies and procedures for practices relative to suspension/expulsion.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Require the revision of LSS policies, procedures, and practices, as appropriate, when a significant discrepancy is identified in the rate of suspension/expulsion of students with disabilities by race/ethnicity as compared to similarly situated nondisabled peers.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Provide technical assistance to LSS related to positive student behavior interventions.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems	Revised timeline to reflect the remaining years of the SPP.
Collaborate with Division of Student, Family, and School Services (DSFSSS) to implement positive behavior interventions and supports (PBIS) within LSS.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justifications
Identify and implement best practice relative to reducing/eliminating disproportionate suspension of students with disabilities regardless of race/ethnicity.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems	Revised timeline to reflect the remaining years of the SPP.
Provide professional development to LSS staff on issues related to suspension of students with disabilities.	February 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DSFSSS staff Johns Hopkins University Sheppard Pratt Health Systems	Revised timeline to reflect the remaining years of the SPP.
Partner with a national technical assistance agency, National Center for Culturally Responsive Education Systems (NCCRESt) to provide assistance to local school systems identified as significantly disproportionate.	December 2006 and ongoing through June 30, 2013 REVISED	DSE/EIS staff Special Education State Advisory Committee State Disproportionality Steering Committee NCCRESt	Revised timeline to reflect the remaining years of the SPP.
Review the policies, procedures and practices of local school systems that have not been previously identified as discrepant in suspensions and/or expulsions.	January 2007 and ongoing through June 30, 2013 REVISED	DSE/EIS staff LSS staff	Revised timeline to reflect the remaining years of the SPP.
Increase the capacity of local school systems to identify trends, patterns and pockets of disproportionate suspension and expulsion practices through the provision of detailed data reports on suspension and expulsion for each local school system.	October 2006 and ongoing through June 30, 2013 REVISED	DSE/EIS staff DAA staff DSFSSS staff	Revised timeline to reflect the remaining years of the SPP.
Review individual records of students with disabilities suspended for greater than ten days to ensure compliance with requirements. NEW	January 2010 and ongoing through June 30, 2013	DSE/EIS staff (QAM) Consultants	To ensure compliance in accordance with OSEP Memo 09-02

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

Monitoring Priority: FAPE in the LRE

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

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% 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 separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Maryland's LRE data are collected annually for the October child count and reported in the Maryland Special Education/ Early Intervention Services Census Data and Related Tables document. This document permits local school systems (LSS) and public agencies (PA) to review data, refer to past documents to establish trends, and plan for improvement. See page 2-3, "Overview of Issues/Description of System or Process" for Indicator 1 for a description of the integration of the SPP Indicator with Maryland's BTE Master Plan process.

Baseline Data from FFY 2004 (2004-2005):

A. Children with IEPs removed from regular class less than 21% of the day:
Percent = # of children with IEPs removed from regular class less than 21% of the day (57,343) divided by the total # of students aged 6 through 21 with IEPs (100,160) times 100
(57,343/100,160) x 100 = 57.25%

Total # Students with Disabilities, 6-21*	Number	Percent (%)
100,160	57,343	57.25%

***From October 2004 Special Education Child Count; revised October 28, 2005**

B. Children with IEPs removed from regular class greater than 60% of the day.

Percent = # of children with IEPs removed from regular class greater than 60% of the day (17,749) divided by the total # of students aged 6 through 21 with IEPs (100,160) times 100.
(17,749/100,160) x 100 = 17.72%

Total # Students with Disabilities *	Number	Percent (%)
100,160	17,749	17.72%

***From October 2004 Special Education Child Count; revised October 28, 2005**

C. Children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements.

Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements (7,930) divided by the total # of students aged 6 through 21 with IEPs (100,160) times 100.
(7,930/100,160) x 100 = 7.92%

Total # Students with Disabilities*	Number	Percent (%)
100,160	7, 930	7.92%

	Home	Hospital	Public Day	Private Day	Public Residential	Private Residential	Total
Number	286	17	3,407	3,861	47	312	7,930
Percent	0.29%	0.02%	3.40%	3.85%	0.05%	0.31%	7.92%

***From October 2004 Special Education Child Count; revised October 28, 2005**

Discussion of Baseline Data:

Placement of students and youth ages 6-21 in general education has shown improvement in all areas over time. However, while placement in the most restrictive placement, separate school, has shown improvement over time, it continues to remain high when compared to other states and is an area of concern and focus for the State.

A. LRE data from the October 2004 child count (FFY 2004) indicate that 57.25% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. This is a 2.18% increase over the October 2003 child count and met the Maryland target to increase the number of students in settings designed primarily for students without disabilities. According to 2003 Annual Data Table, published by the U.S. Department of Education, Office of Special Education programs, on the IDEA data website at https://www.ideadata.org/index.html, Maryland's data in this category was 55% compared to the national baseline of 50%.

B. LRE data from the October 2004 child count (FFY 2004) indicate that 17.72% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. This is a 0.37% decrease over the October 2003 child count. According to 2003 Annual Data Table, published by the U.S. Department of Education, Office of Special Education programs, on the IDEA data website at https://www.ideadata.org/index.html, Maryland's data in this category was 19% compared to the national baseline of 18%.

C. LRE data from the October 2004 child count (FFY 2004) indicate that 7.92% of students with disabilities, ages 6-21, receive specialized instruction and related services in public or private separate schools, residential placements, or homebound or hospital settings. No significant changes in the data were noted from the previous year. Although the data has improved over

time, Maryland's data, particularly in public/private separate day schools, the current available national data collected and published by the U.S. Department of Education, Office of Special Education on the IDEA data website at https://www.ideadata.org/index.html indicates the national average is 2.8% for this category, while Maryland was at 7.1% in this category.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	A. 57.75% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. B. 17.47% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. C. 7.67% of students with disabilities, ages 6-21, are served in public or private separate schools, residential placements, or homebound or hospital placements.
2006 **(2006-2007)**	A. 60.11% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. B. 16.61% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. C. 7.42% of students with disabilities, ages 6-21, are served in public or private separate schools, residential placements, or homebound or hospital placements.
2007 **(2007-2008)**	A. 60.61% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. B. 16.36% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. 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.
2008 **(2008-2009)**	A. 61.11% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. B. 16.11% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. C. 6.92% of students with disabilities, ages 6-21, are served in public or private separate schools, residential placements, or homebound or hospital placements.
2009 **(2009-2010)** **REVISED** **2/1/07**	A. 61.61% of students with disabilities, ages 6-21, are removed from regular class less than 21% of the day. B. 15.86% of students with disabilities, ages 6-21, are removed from regular class greater than 60% of the day. C. 6.67% of students with disabilities, ages 6-21, are served in public or private separate schools, residential placements, or homebound or hospital placements.

2010 **(2010-2011)**	A. 62.11% of students with disabilities, ages 6-21, are served inside the regular class 80% or more of the day. B. 15.61% of students with disabilities, ages 6-21, are served inside the regular class less than 40% of the day. C. 6.42% of students with disabilities, ages 6-21, are served in separate schools, residential facilities, or homebound / hospital placements.
2011 **(2011-2012)**	A. 62.11% of students with disabilities, ages 6-21, are served inside the regular class 80% or more of the day. B. 15.36% of students with disabilities, ages 6-21, are served inside the regular class less than 40% of the day. C. 6.32% of students with disabilities, ages 6-21, are served in separate schools, residential facilities, or homebound / hospital placements.
2012 **(2012-2013)**	A. 63.11% of students with disabilities, ages 6-21, are served inside the regular class 80% or more of the day. B. 15.11% of students with disabilities, ages 6-21, are served inside the regular class less than 40% of the day. C. 6.22% of students with disabilities, ages 6-21, are served in separate schools, residential facilities, or homebound / hospital placements.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Participate in MSDE review of LSS BTE Annual Master Plan Updates to review objectives and activities designed to educate students with disabilities in the general curriculum in learning environments that are conducive to learning through the provision of supplementary aids, services, supports, strategies, and accommodations.	Annually	DSE/EIS staff DSFSSS staff LSS staff
Include LRE data for students ages 6-21 in local school system report cards.	January 2006- June 2006	IT Staff
Explore the impact of the State funding mechanism for students for whom nonpublic placement is sought.	November 2005-June 2006	Data/Finance
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements. (34 CFR 300.554) (legal authority reference revised 2/1/07 to reflect final federal regulations)	January 2005 – January 2006	LSS staff PA staff Other agencies
Continue to monitor, direct improvement planning, verification of data, training, technical assistance, and other program development activities related to least restrictive environment.	Ongoing	DSE/EIS staff
Review and revise, as appropriate, the Statewide IEP to ensure all requirements related	January 2006 - June 2007	DSE/EIS staff JJHU-CTE

to LRE determination are included and include special provisions for preschool students.		
Utilize the implementation of the Statewide IEP to review application of IEP decision making requirements to determine the LRE.	January 2006 – June 2007	DSE/EIS staff JHU-CTE
Explore the use of a data mining program to disaggregate LRE data for preschool for use in improvement planning.	October 2005 – June 2006	Data Mining Program JHU-CTE
Continue the directed use of grant funds toward LRE initiatives.	March 2006- September 2007	DSE/EIS staff
Review LSS policies and procedures for practices to assure the provision of services, supports, aids, accommodations, and interventions to assure access to and participation in general curriculum in the LRE.	2005-2006 and ongoing	DSE/EIS staff LSS staff
Provide technical assistance to identify best practices that promote provision of services in the LRE.	Annually	DSE/EIS staff

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:

The State will maintain its current LRE targets.

MSDE will continue to emphasize the continuum of services and the use of supplementary aids and services. To ensure the accuracy of the data, the State will review separate facility placement coding, program location and student schedules.

To maintain compliance with LRE, MSDE will continue to monitor LSS for compliance with LRE decision making requirements and the consideration of supplementary aids and services to enable students with disabilities to participate successfully in the LRE. Any finding of noncompliance requires the local school system or public agency to prepare and implement a Corrective Action Plan.

When requesting to build or expand separate placement facilities, MSDE directs local school systems to complete a comprehensive plan.

The annual *Self-Assessment* of local school system performance on SPP indicators will continue to include a review of LRE data and direct a local school system or public agency with data below the State's target to prepare improvement activities or an improvement plan.

In the local application for federal funds, MSDE may direct the use of Part B funds to the LRE indicator(s) in which a local school system or public agency needs assistance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Improvement Activities	Timelines	Resources	Justification
Include LRE data for students ages 6-21 in local school system report cards. REVISED	January 2006-June 2006 and ongoing	IT Staff	This occurs annually and data is displayed on the State's public website.
Explore the impact of the State funding mechanism for students for whom nonpublic placement is sought. DELETE/COMPLETE	November 2005-June 2006	Data/Finance	No discernable changes occurred as legislative initiatives changed the funding formula.
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements. NEW	July 1, 2009 and ongoing	LSS staff PA staff Other agencies	Although this is occurring throughout the State, the MSDE will continue to promote agreements. Include in revised FFY 2009 table.
Review and revise, as appropriate, the Statewide IEP to ensure all requirements related to LRE determination are included and include special provisions for preschool students. DELETE/COMPLETE	January 2006 – June 2007	DSE/EIS staff JJHU-CTE	This activity was completed.
Utilize the implementation of the Statewide IEP to review application of IEP decision making requirements to determine the LRE. DELETE/COMPLETE	January 2006 – June 2007	DSE/EIS staff JHU-CTE	The statewide IEP includes an LRE "Wizard" to assist LEAs.
Explore the use of a data mining			

program to disaggregate LRE data for preschool for use in improvement planning. DELETE	October 2005 – June 2006	Data Mining Program JHU-CTE	Inappropriate placement of activity due to age range.
Continue the directed use of grant funds toward LRE initiatives.	March 2006-September 2007and ongoing REVISED	DSE/EIS staff	This activity is decided on annually and is a standard part of the local application for federal funds.

Improvement Activities	Timelines	Resources	Justification
Program Development			
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements. NEW	July 1, 2009 and ongoing	MSDE and local school system staff	Promotes FAPE in the LRE to reduce the number of students served in Indicator 5C settings.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources	Justification
Include LRE data for students ages 6-21 in local school system report cards.	January 2006-June 2006 and ongoing through June 30, 2013 REVISED	IT Staff	Timeline revised to reflect extension of SPP for an additional two fiscal years.
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements.	July 1, 2009 and ongoing through June 30, 2013 REVISED	LSS staff PA staff Other agencies	Timeline revised to reflect extension of SPP for an additional two fiscal years.

Improvement Activities	Timelines	Resources	Justification
Continue the directed use of grant funds toward LRE initiatives.	March 2006-September 2007and ongoing through June 30, 2013 REVISED	DSE/EIS staff	Timeline revised to reflect extension of SPP for an additional two fiscal years.
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements.	July 1, 2009 and ongoing through June 30, 2013 REVISED	MSDE and local school system staff	Timeline revised to reflect extension of SPP for an additional two fiscal years.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

Monitoring Priority: FAPE in the LRE

Indicator 6:

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Maryland's LRE data is collected annually for the October count and reported in the Maryland Special Education/ Early Intervention Services Census Data and Related Tables document. This document permits LSS/PA to review data, refer to past documents to establish trends, and plan for improvement. For 3-5 year olds, the data is reported by each age group as well as in the aggregate. Accuracy in coding practices remains a problem. LSS/PA continues to struggle with the consistent application of codes.

See page 2-3, "Overview of Issues/Description of System or Process" for Indicator 1 for a description of the integration of the SPP Indicator with Maryland's BTE Master Plan process.

Baseline Data from FFY 2004 (2004-2005):

Total 3-5 year olds*	Settings with typically developing peers	Home	Early Childhood	Combined	Total
12,227	**Number**	119	2,402	2,436	4,957
	Percent	0.97%	19.65%	19.92%	40.54%

***From October 2004 Special Education Child Count; revised October 28, 2005**

Discussion of Baseline Data:

For 3-5 year olds, the data is reported by each age group as well as in the aggregate. LRE data for students ages 3-5 has not demonstrated the desired change the State expects.

LRE data from the October 2004 Child Count (FFY 2004) indicate that 40.54% of students with disabilities receive specialized instruction and related services in early childhood general education settings. The October 2003 Child Count indicated that 37.38% of such students were served in early childhood general education settings. This is a 3.16% increase over the October 2003 Child Count and met the Maryland target to increase the number of students in settings designed primarily for students without disabilities. LRE data from the October 2004 Child Count (FFY 2004) indicate that 23.46% of students with disabilities receive specialized instruction and related services in early childhood special education settings. This is a 2.15% decrease over the October 2003 Child Count. In 2003, Maryland ranked -8 below the national baseline for this category. Maryland continues to explore and promote the use of community based options for preschool students.

Placement of students ages 3-5 in environments with typical peers continues to prove difficult because there are a relatively few school based general classes for this age group. The State is working to expand community based options. The State is also looking forward to changes in coding of this population. Consistent and accurate coding for preschool students continues to be a problem. The State will address this issue during data manager training and within its monitoring activities.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	41.00% of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2006 **(2006-2007)**	41.50%of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2007 **(2007-2008)**	42.00%of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2008 **(2008-2009)**	42.50% of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2009 **(2009-2010)**	43.00% of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2010 **(2010-2011)**	43.50% of preschool children with disabilities receive special education and related services in settings with typically developing peers.
2011 **(2011-2012)**	To Be Determined
2012 **(2012-2013)**	To Be Determined

Improvement Activities/Timelines/Resources:

Improvement Activities	Timeline	Resources
Hire additional state level staff to provide technical assistance to LSS on the preschool LRE continuum and effective strategies to strengthen community partnerships with other public and private early childhood programs.	December 2005	DSE/EIS staff MSDE Human Resources Office
Provide technical assistance to LSS and community early childhood programs to implement effective strategies of LRE for 3-5 year olds in community settings	Ongoing	DSE/EIS staff
Participate in MSDE review of LSS BTE Annual Master Plan Updates to review objectives and activities designed for the participation of students with disabilities in appropriate early learning activities with nondisabled peers in environments that are conducive to learning.	Annually	DSE/EIS staff DSFSSS staff LSS staff
Include LRE data for students ages 3-5 in local school system report cards.	January 2006- June 2006	DSE/EIS staff MSDE IT staff DAA staff
Explore the impact of the State funding mechanism for students for whom nonpublic placement is sought.	November 2005-June 2006	DSE/EIS staff
Explore arrangements made with public and private institutions to implement LRE placement options for students with disabilities such as memorandums of agreements or special implementation procedures for those arrangements. (34 CFR 300.554) (legal authority reference revised 2/1/07 to reflect final federal regulations)	January 2005 – January 2006	DSE/EIS staff LSS/PA/Other agencies staff

Improvement Activities	Timeline	Resources
Continue to monitor, direct improvement planning, verification of data, training, technical assistance, and other program development activities	Ongoing	DSE/EIS staff
Review and revise, as appropriate, the State-wide IEP to ensure all requirements related to LRE determination provisions for preschool students are included.	January 2006 - June 2007	DSE/EIS staff JHU-CTE
Utilize the implementation of the Statewide IEP to review the application of IEP decision making requirements to determine the LRE.	January 2006 – June 2007	DSE/EIS staff JHU-CTE
Explore the use of a data mining program to disaggregate LRE data for preschool data for use in improvement planning.	October 2005 – June 2006	DSE/EIS staff JHU-CTE
Continue the directed use of grant funds toward LRE initiatives.	March 2006- September 2007	DSE/EIS staff
DSE/EIS will review LSS policies and procedures for practices that assure access to and participation in general curriculum and appropriate preschool activities in the LRE with the provision of services, supports, aids, accommodations, and interventions as determined appropriate by each child's IEP team.	Ongoing	DSE/EIS staff LSS staff

Improvement Activities	Timeline	Resources
Post local program preschool LRE best practices descriptions and related resources/products developed on Early Childhood Gateway website (EC Gateway framework has been developed; links to professional development modules on the IFSP and EC Transition have been incorporated)	Initiate March 2006 & Ongoing	DSE/EIS staff JHU-CTE
Design and develop on-line professional development module on the LRE decision making process for preschool students with disabilities for access by local school system preschool special education personnel, community early childhood program staff, and families (link to this module will be on EC Gateway website)	July 1, 2006 – June 30, 2007	DSE/EIS staff JHU-CTE Content Specialist Consultant
Provide technical assistance and professional development resources and activities to local Family Support Services Coordinators in each LSS to build their capacity to support and strengthen family involvement in the LRE decision making process.	Ongoing	Family Support Services Coordinators DSE/EIS staff Local Preschool Partners
Technical assistance to LSS to identify and implement best practices to increase the provision of services in the settings with nondisabled peers.	Ongoing	DSE/EIS staff

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please refer to the Overview, pages 1-3 prior to this Indicator.

Revisions for this indicator were reviewed by the SESAC and the SICC (birth-five focus). Both the SESAC and the SICC reviewed the results of the FFY 2005 data collection for Maryland's Early Childhood Accountability System, discussed proposed activities to continue statewide implementation and made recommendations for changes or modifications to the system.

NOTE: FFY 06 activities, updates and progress data are addressed in a section titled *"Updates to Maryland's Early Childhood Accountability System for FFY 2006."* This section follows immediately after "Discussion of Activities Completed for FFY 2005."

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 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:

Outcomes:

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.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# 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 (# 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 (# 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 (# 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 (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process:

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.

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 affect 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)

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

*Phase 1 representative local school systems: Allegany, Anne Arundel, Baltimore City, Baltimore County, Charles, Montgomery, and 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.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
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%
Total	**N= 81**	**100%**

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
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%
Total	**N= 81**	**100%**

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
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%
Total	**N= 81**	**100%**

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":

NOT captured by categories D or E
AND Exit WSSav ≤ Entry WSSav Exit

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 ≥ 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 ≥ 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 ≥2.5
AND Entry WSSav ≥ 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 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.
- 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.

A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
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%
Total	**N = 597**	**100%**

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
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%
Total	**N = 597**	**100%**

C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
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	24	4.02%

peers but did not reach it		
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%
Total	**N = 597**	**100%**

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.

Updates to Maryland's Early Childhood Accountability System for FFY 2008

Discussion of Activities Completed for FFY 2008:

- The ECAS completed the third year of statewide implementation. As of June 30, 2009, Status at Entry data had been collected for a total of 11,492 three, four and five year olds.
- All local school systems collected Progress At Exit data for children for who 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, 2008 and June 30, 2009.
- The ECAS professional development plan was updated for FFY 2008. 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 local school system key contacts on request through webinars, phone calls, emails, and onsite visits.
- MSDE and a local school system updated and continued 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. General and special education early childhood program staff and local 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.

- MSDE conducted a statewide administrative briefing for all local school system preschool special education coordinators in March 2009. The focus of the briefing was on reviewing and analyzing local school system ECAS Child Outcomes data reported in the FFY 07 SPP. MSDE provided a protocol for use by local school system coordinators for analyzing individual child data, with an emphasis on reviewing WSS ratings and resulting progress levels for children with a ***performance level of "a" for any one of the three child outcomes*** or a ***performance rating of "e" across all three outcomes***. 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.

Baseline Data for FFY 2008 (2008-2009):

For FFY 2008, the results of the third calculations of child progress data are reported in the table below. Percentages reported for FFY 07 are included for comparison. Exit measures for FFY 08 were completed for children ages three through five who:

- Participated in preschool special education services for at least six months from July 1, 2008 through June 30, 2009; and
- Had a Status at Entry measure.

	FFY 08		FFY 07
A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**	**% of children**
a. Percent of preschool children who did not improve functioning	219	15.63%	13.07%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	105	7.49%	6.03%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	104	7.42%	5.03%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	480	34.26%	32.50%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	493	35.19%	43.38%
Total	**N = 1401**	**100%**	**100%**

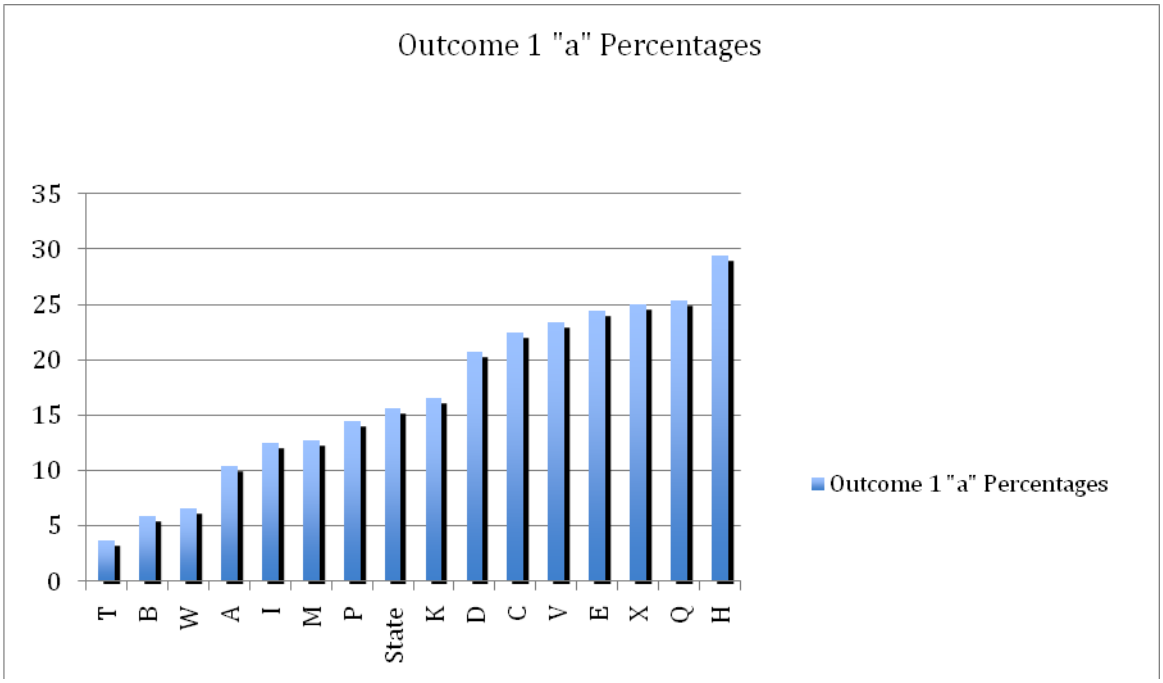
	FFY 08		FFY 07
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**	**% of children**
a. Percent of preschool children who did not improve functioning	179	12.78%	15.24%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	232	16.56%	13.90%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	215	15.35%	13.07%
d. Percent of preschool children who improved			

functioning to reach a level comparable to same-aged peers	535	38.19%	36.68%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	240	17.13%	21.11%
Total	**N = 1401**	**100%**	**100%**

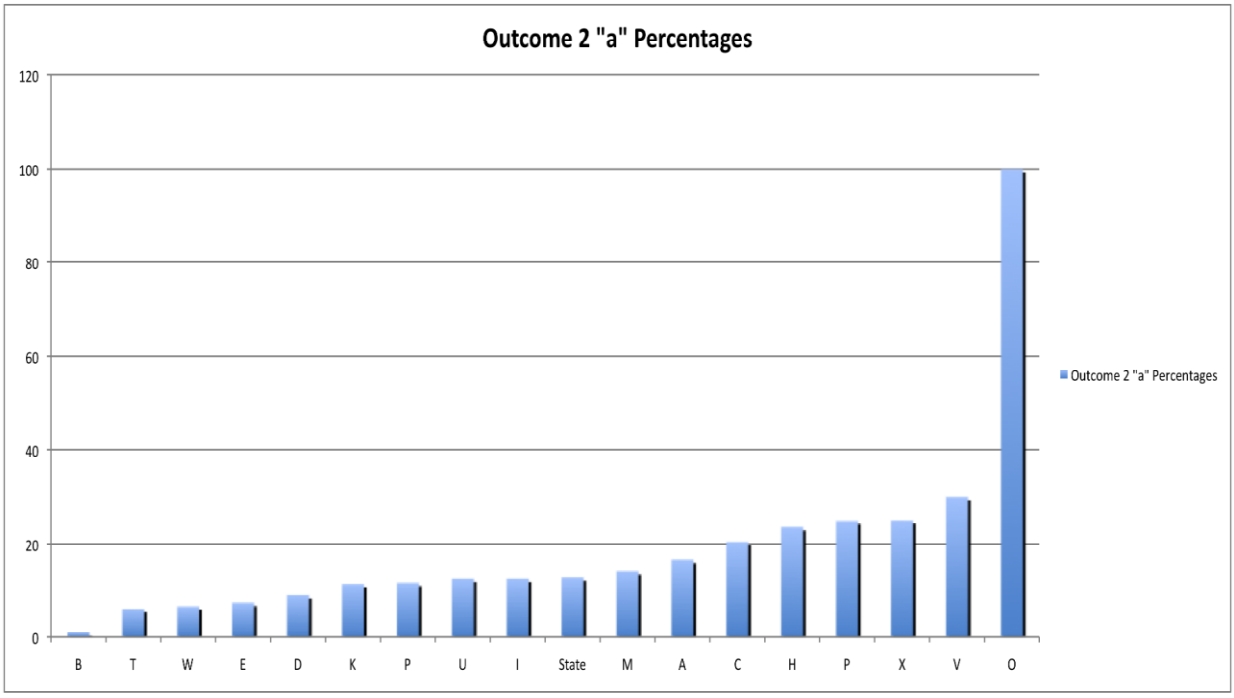
C. Use of appropriate behaviors to meet their needs:	**FFY 08**		**FFY 07**
	Number of children	**% of children**	**% of children**
a. Percent of preschool children who did not improve functioning	215	15.35%	14.24%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	176	12.56%	9.38%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	83	5.92%	4.02%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	473	33.76%	32.83%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	454	32.41%	39.53%
Total	**N = 1401**	**100%**	**100%**

Discussion of Baseline Data:

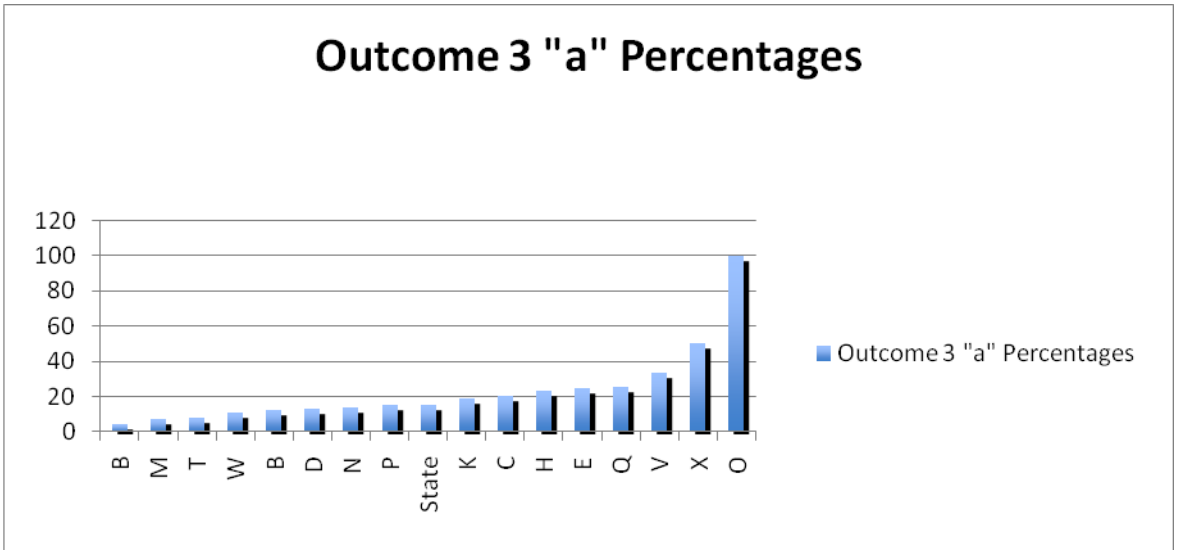
For a third year, the percentage of children for progress level “a. Percent of preschool children who did not improve functioning” greatly exceeded the anticipated percent of children who could fall within this level. In FFY 2006, it was found that of the children represented in progress level “a” all clustered within one local school system. FFY 2007 data showed children falling in progress level “a” distributed across seven local school systems. For FFY 2008, children falling in progress level “a” (equal to or greater than the statewide composite percentage) were distributed across eight local school systems, but not all the same systems that reported similar findings for FFY 2007. In addition, for FFY 2008, percentages of children reported in progress level “e” for all three outcomes increased noticeably. The anecdotal explanation from local school systems reporting these data was that the increase was due to the numbers of children identified as in need of speech-language services, primarily articulation services only. However, the basis for the performance level of “e” across all three outcomes for individual children remains an area for further examination as part of statewide improvement activities.



"a" = Percent of preschool children who did not improve functioning
(Note: Six local school systems reported 00.00% children as not improving functioning; i.e., all children were reported by these six local school systems as having made progress)



"a" = Percent of preschool children who did not improve functioning
(Note: Five local school systems reported 00.00% children as not improving functioning; i.e., all children were reported by these five local school systems as having made progress)



"a" = Percent of preschool children who did not improve functioning
(Note: Six local school systems reported 00.00% children as not improving functioning; i.e., all children were reported by these six local school systems as having made progress)

In consultation with State general education early childhood staff, Part B preschool staff identified content areas for enhanced and more extensive professional development currently provided to regular and special early childhood education school and community-based staff on the WSS:

- consistency of performance ratings for indicators on each age-level of the WSS;
- developing individual child IEP goals and objectives that align with expectations for school readiness (Maryland State Curriculum); and
- identification and implementation of appropriate curricular and instructional modifications and accommodations that support access to the general curriculum across early childhood settings.

FFY 2008 baseline data summary statements:

Utilizing FFY 2008 baseline data, two summary statements were developed for each of the three child outcomes. The summary statements provide the basis for establishing measurable and rigorous targets for FFY 09 and FFY 10.

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

- 64.3% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #1 substantially increased their rate of growth by the time they exited the program.
- 68.5% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #1 by the time they exited the program.

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

- 64.6% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #2 substantially increased their rate of growth by the time they exited the program.
- 55.3% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #2 by the time they exited the program.

C. Use of appropriate behaviors to meet their needs.

- 58.7% of children who entered Maryland's Part B preschool program below age expectations in Outcome Area #3 substantially increased their rate of growth by the time they exited the program.

- 66.2% of children participating in Maryland's Part B preschool program were functioning within age expectations in Outcome #3 by the time they exited the program.

Measurable and Rigorous Targets

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered or exited the program below age-expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	65.3%	66.3%	67.3%	68.3%
2. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	70.5%	71.5%	72.5%	73.5%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered or exited the program below age-expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	65.6%	66.6%	67.6%	68.6%
2. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	56.3%	57.3%	58.3%	59.3%
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered or exited the program below age-expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	59.7%	61.7%	62.7%	63.7%
2. The percent of children who were functioning within age-expectations in Outcome C by the time they exited the program.	63.2%	64.2%	65.2%	66.2%

Improvement Activities/Timelines/Resources (through 2012):

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	Justification
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.	2009-through June 30, 2013 REVISED	MSDE JHU/CTE WSS Professional Development Consultant	Revised timeline to reflect the remaining years of the SPP.
MSDE will develop professional development modules focusing on accuracy and consistency of performance ratings on the Work Sampling System; development of individual child IEP goals and objectives that align with expectations for school readiness (Maryland State Curriculum); and identification and implementation of appropriate curricular and instructional modifications and accommodations that support access to the general curriculum across early childhood settings.	2009-through June 30, 2013 REVISED	MSDE JHU/CTE WSS Professional Development Consultant Local School System Preschool Special Education Coordinators Local School System Early Learning Coordinators MSDE/Office of Child Care MSDE/Head Start Collaboration Office	Revised timeline to reflect the remaining years of the SPP.
MSDE and JHU/CTE staff will coordinate annual update of ECAS data entry system, including incorporating new data collection and reporting features.	2007-through June 30, 2013 REVISED	MSDE JHU/CTE LSSs/PAs	Revised timeline to reflect the remaining years of the SPP.
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, including new module content under development.	2007-through June 30, 2013 REVISED	MSDE LSSs/PAs Other external consultants	Revised timeline to reflect the remaining years of the SPP.
MSDE will annually post new and updated technical assistance and online professional development resource materials on the 3-5 Child Outcomes System on the Early Childhood Gateway.	2007-through June 30, 2013 REVISED	MSDE JHU/CTE	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
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-through June 30, 2013 REVISED	MSDE LSSs/PAs	Revised timeline to reflect the remaining years of the SPP.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please refer to the Overview, pages 1-3.

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.

Overview of Issue/Description of System or Process:

The Maryland State Department of Education (MSDE) has developed and submitted a Request for Consultant Services that will allow the State to collect data on the number and percent of parents participating in Part B (ages 3 through 21) who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities. In accordance with the advice of the Office for Special Education Programs (OSEP), MSDE is now using a census based approach to gather data from all twenty-four (24) school systems annually. The surveys were distributed to parents by school based providers and returned to through a postage paid envelope to MSDE. MSDE utilized members of the Maryland Special Education State Advisory Committee (SESAC), local Special Education Citizens' Advisory committees (SECACs), and our Partners for Success/ Family Support Network Centers to encourage parents to respond to the survey. The completed surveys were scanned and analyzed by an independent vendor and the results are reported below. The vendor utilized Rausch measurement techniques and related data analysis methods to accurately assess the data collected through the survey.

Survey Selection

The Maryland State Department of Education (MSDE) used survey items for Indicator 8 that were developed and screened for statistical validity through the National Center for Special Education Accountability and Monitoring (NCSEAM) under the Leadership of Dr. W. Alan Coulter, Project Director. MSDE utilized the required scale for the Part B Survey and the reduced item version for Preschool parents developed by NCSEAM in April 2007. This survey is considered to be a reliable instrument from which to collect the data. Copies of the survey utilized by MSDE for this administration are attached to this submission.

MSDE is gathering and analyzing data on both a statewide basis and disaggregated by local school system. One of the difficulties inherent in disaggregating data in this manner is obtaining a statistically valid and reliable representation of our state's population. MSDE also conducted a second mailing targeted for students with disabilities educated in nonpublic schools to ensure that this population was included in our results. Since this is the first year that MSDE is using a census based approach, refinements in data collection activities will be implemented in future survey administrations.

Baseline Data from FFY 2005 (2005-2006):

Results reported in this SPP are based on responses from 1,396 parents of school aged children receiving special education services and 862 parents of preschool children receiving special education services. The data for Indicator 8 was calculated using a Rasch analysis where standardized anchors are provided for the 25 questions in the survey of parents of school-aged children and 17 anchors are used for the 50 questions in the survey of parents of preschool children. MSDE used a standard of 600 for calculating the OSEP Indicator 8 in accordance with the recommendation of the National Center for Special Education Accountability Monitoring (NCSEAM).

Overall the data indicate 27 percent of the parents of school-aged children receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Responses range from 56 percent to 13 percent. Two of the jurisdictions had local estimates whose 95 percent confidence limits went below 0 or above 1 an indication of an unstable estimate due to a small number of respondents. Similar data for the preschool population is 32 percent. Responses range from 67 percent to 0 percent. The number of responses from parents of preschool students in three of the smallest jurisdiction was fairly low. Therefore, these estimates are "unstable" in the manner described above. The amalgamated response rate was 20.8% for FFY 2005.

Discussion of Baseline Data:

Maryland's baseline data on the parent involvement survey appears fairly comparable to other states. However, both collection and analysis of the data are new for our state. With additional years of data collection, trends and amount of progress and slippage will have appropriate context. MSDE will work with stakeholders to identify strategies to improve response rate and ensure collection of valid and reliable data free of selection bias. MSDE also enhanced collaboration with local Special Education Citizens Advisory Committees (SECAC) to identify strategies to facilitate enhanced parental involvement based upon unique system characteristics and priorities.

MSDE will focus its improvement efforts on those survey items which fall within one standard deviation of the NCSEAM standard of 600. Items which fall into this category for Part B respondents include examples such as: "the school offers parents training about special education issues" and "the school explains what options parents have if they disagree with a decision of the school" For Section 619 respondents, comparable examples include: "People from preschool special education provide me with information on how to get other services" and "People from preschool special education offer supports for parents to participate in training workshops."

MSDE will adopt recommendations for improving response rates in future administrations of the survey suggested by the vendor. These recommendations include:

1. *Limit the questions to only those needed for the indicator*. Response rates are higher for shorter questionnaires. This impacts the Part B questionnaire more than the 619 questionnaire, but both could be significantly reduced in size.
2. *The questionnaire should be mailed in the school year for which the indicator is being calculated*. People have a hard time responding when events occurred in the past. They do better with contemporaneous events.
3. *Stakeholder groups should be involved so they can notify parents of the survey and the importance in responding*. Parents were alerted to the survey from the postcard. If stakeholder groups were involved the parents would be more likely to respond and to respond accurately.
4. *Do not survey all the local school systems every year*. In the smaller local school systems all the individuals are asked to participate. These individuals will grow weary of this if asked year after year to participate. MSDE has already noted they will use a rotating sample of local school systems.

FFY	Measurable and Rigorous Target
2006 **(2006-2007)**	27% 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. 32% 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.
2007 **(2007-2008)**	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. 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.
2008 **(2008-2009)**	30% 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. 35% 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.
2009 **(2009-2010)**	32% 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. 37% 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.
2010 **(2010-2011)**	34% 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. 38% 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.

2011 **(2011-2012)**	36% 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. 39% 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.
2012 **(2012-2013)**	38% 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. 40% 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.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
The SESAC will continue to meet to identify ways to improve response rate and review policies, procedures and practices that address parental involvement.	January 2007 - ongoing	DSE/EIS staff SESAC Members
MSDE and SESAC (and the selected vendor) will review the results from the survey each year and adjust sampling approach to ensure that valid and reliable results are generated. Areas typically considered will include race/ethnicity and type of disability. Initial vendor recommendations for improving response rates will be implemented in the Spring of 2007.	Annually	DSE/EIS staff SESAC Members Selected Vendor
Utilize the local SECACs to identify priorities and barriers to parental involvement within their communities.	February 2007 - annually	DSE/EIS staff SESAC Members SECAC members
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.	February 2007 - annually	DSE/EIS staff SESAC Members SECAC members

Improvement Activities	Timelines	Resources
Review results from surrounding states and share effective strategies identified in Maryland and gather effective strategies from other state.	March 2007 – ongoing	DSE/EIS staff MSRRC staff OSEP State Contact
Support new family training modules developed in collaboration with Parent's Place of Maryland and Partner's for Success Centers around the state that address improving Parental	December 2006- ongoing	DSE/EIS staff Partner's for Success Centers, Parent's Place of Maryland
Review the work of NCSEAM as it relates to target setting and improvement activities and adjust targets and improvement strategies, as appropriate.	February 2007 -ongoing	DSE/EIS staff NCSEAM staff and publications
Utilize IDEA Partnership team to review analysis of data and provide input on parent modules.	December 2006- ongoing	DSE/EIS staff IDEA Partnership team

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

Improvement Activities: Three new activities have been added to enhance parent involvement and to increase the response rate of among African-American and Hispanic parents.

- MSDE has added a new strategy to enhance parent involvement. MSDE has expanded the use of facilitated IEP meetings across the state. Facilitated IEP meetings are now available in ten of twenty-four school systems located in the North, Central, South, Eastern and Western parts of our state. This is an ongoing activity.

- In order to increase response rate among African American parents, MSDE will work with the SESAC annually to identify additional public awareness strategies targeted toward this group of parents.

- MSDE will piloted a Spanish version of the parent surveys, in Maryland in jurisdictions with greater than 5% Hispanic enrollment, to enhance the response rate among the Hispanic community. MSDE will work with the SESAC and SECACs within the jurisdictions on an ongoing basis.

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. REVISED	September 2005 through February 2012 REVISED	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.

Improvement Activities	Timelines	Resources	Justification
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. DELETED	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. REVISED	July 2008 through February 2012 REVISED	DSE/EIS staff SESAC Members SECAC Members Hispanic community organizations REVISED	To increase the response rate from the Hispanic community Revised timeline to reflect the remaining years of the SPP.
Work with the SESAC, local directors of special education, local SECACs, and representatives from African American, and Asian community organizations located in jurisdictions to enhance the response rate among the African American and Asian families. NEW	July 2010 through February 2012 REVISED	DSE/EIS staff SESAC Members SECAC Members Local Directors of Special Education African American community organizations Asian community organizations	To increase the response rate from African American and Asian families within jurisdictions.
Consider putting the rating scales online. NEW	July 2008 through February 2012	DSE/EIS Staff SESAC Members SECAC Members Vendor	To increase parental response rate.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources	Justification
Utilize the SESAC and local SECACs to identify priorities, best practices and barriers to parental involvement within their communities.	September 2005 through June 30, 2013 REVISED	DSE/EIS staff SESAC Members SECAC Members	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
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.	July 2008 through June 30, 2013 REVISED	DSE/EIS staff SESAC Members SECAC Members Hispanic community organizations REVISED	Revised timeline to reflect the remaining years of the SPP.
Work with the SESAC, local directors of special education, local SECACs, and representatives from African American, and Asian community organizations located in jurisdictions to enhance the response rate among the African American and Asian families.	July 2010 through June 30, 2013 REVISED	DSE/EIS staff SESAC Members SECAC Members Local Directors of Special Education African American community organizations Asian community organizations	Revised timeline to reflect the remaining years of the SPP.
Consider putting the rating scales online. NEW	July 2008 through June30, 2013 REVISED	DSE/EIS Staff SESAC Members SECAC Members Vendor	Revised timeline to reflect the remaining years of the SPP.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2011:

Improvement Activities	Timelines	Resources	Justification
Review the Parent Survey form and the NCSEAM Item bank to determine if the questions currently on the Survey were appropriate and made suggestions for revisions. **NEW**	September 22, 2011 through June 30, 2013	2010-2011 Parent Survey results Trend data from previous administrations of the Parent Survey NCSEAM Item Bank for Part B Scales Parent Survey Form	Increase the percentage of parents responding to the annual parent survey in an effort to obtain more parental input about schools facilitating parent involvement as a means of improving services and results for children with disabilities.
Convene a Task Force comprised of pertinent stakeholders would be developed to review the parent survey and to make recommendations for strategies to improve the parent response rate. **NEW**	January 2012 through June 30, 2013	DSE/EIS, SAPD SESAC SECAC Local Directors Local Preschool Coordinators Parents Advocates	Increase the percentage of parents responding to the annual parent survey in an effort to obtain more parental input about schools facilitating parent involvement as a means of improving services and results for children with disabilities.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

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.

To address Part B Monitoring Indicator #9, the MSDE, and DSE/EIS:

- Contracted with an outside consultant to review and analyze LSS data to recommend a risk ratio index to define significant disproportionate representation of racial and ethnic groups in special education and related services.
- Designated a State team to review available data to determine how districts are identified as having significant disproportionate representation.
- Utilized the State team to report, make recommendations, and acquire recommendations from the SESAC and the IDEA Partnership Team related to how the State would make determinations of overall significant disproportionate representation.
- Collaborated with the State team to make recommendations for data views and other appropriate data sources to use in analyzing overall significant disproportionate representation at the State and LSS level.
- Utilized QAM with assistance and review by the State team, to develop a written overview and self-assessment rubric for use by LSS that have been determined to be significantly disproportionate.
- Utilized the State team to determine how significant disproportionate representation would be used to trigger the identification of LSS that are required to use 15% of their IDEA Part B funds for early intervening services.
- Provided training to LSS identified as significantly disproportionate to complete self-assessment activities and generate a written report of findings to MSDE.
- Reviewed LSS written reports and verified the findings.
- Reported the percent of districts that have significant disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the FFY 2005 APR due 2/1/07.

MSDE measures disproportionality using weighted risk ratios calculated according to the instructions provided in the IDEA publication, "Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide."
http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

The state of Maryland identifies LSS with weighted risk ratios of 1.5 or higher for a particular racial and ethnic group as significantly disproportionate. The application of the weighted risk ratio is limited to LSS that have more than 20 students of a particular racial and ethnic group classified as having a disability. When there are 20 or fewer students in a racial and ethnic group classified as having a disability, the following criteria are applied to measuring discrepancy:

- If there are more than 10 students in a racial and 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 and ethnic group. If the difference between the observed number of students classified with that disability and the expected number of students is greater than 10 then the LSS is deemed to be disproportionate.

- If there are 10 or fewer students in a racial and ethnic group classified as having a disability, then that LSS is not determined discrepant since the number is too small for the calculation to be meaningful.

Maryland determines the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification through an analysis of data from the Maryland Student Services Information System (SSIS). Results of Due Process complaints were reviewed and no local school systems were identified with this criterion.

Baseline Data for FFY 2005 (2005-2006):

Maryland determines the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification through an analysis of data from the Maryland Student Services Information System (SSIS) and the results of Due Process Complaints, written SEA complaints, on-site and off-site monitoring.

Based on those analyses no local school systems were identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The number of LSS with disproportionate representation of different racial and ethnic groups that is the result of inappropriate identification is summarized in the two tables below. These tables are based on calculations for students age 6 to 21 as required for this SPP Indicator.

Weighted Risk Ratio and Inappropriate Identification

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in special education and related services that is the result of Inappropriate Identification		
Racial and Ethnic Group	Number of LSS	Percentage
American Indian	0	0
Asian, Pacific Islander	0	0
African American, non-Hispanic	0	0
Hispanic	0	0
White, non-Hispanic	0	0

.**20 Index and Inappropriate Identification**

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in special education and related services that is the result of In appropriate Identification according to the to the .2 Index		
Racial and Ethnic Group	Number of LSS	Percentage
American Indian	0	0
Asian, Pacific Islander	0	0
African American, non-Hispanic	0	0
Hispanic	0	0
White, non-Hispanic	0	0

The DSE/EIS disaggregated and analyzed the data using both the weighted risk ratio and the .20 Index to reduce the risk of overlooking potential or actual disproportionality. However, when reviewing the data for disproportionate representation that is the result of inappropriate identification, no LSSs were identified. The number of LSS with disproportionate representation of different racial and ethnic groups based solely on data review is summarized in the two tables below. These tables are based on calculations for students age 6 to 21 in any category of disabling condition as defined for this indicator.

MSDE is committed to ensuring that students with disabilities are appropriately identified regardless of race/ethnicity. Accordingly, MSDE uses standardized data analysis to identify potential instances of inappropriate identification.

Weighted Risk Ratio (Data Analysis Only)

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in special education and related services according to the weighted risk ratio		
Racial and Ethnic Group	Number of LSS	Percentage
American Indian	0	0
Asian, Pacific Islander	0	0
African American, non-Hispanic	0	0
Hispanic	0	0
White, non-Hispanic	0	0

.20 Index (Data Analysis Only)

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in special education and related services according to the .20 index		
Racial and Ethnic Group	Number of LSS	Percentage
American Indian	1	4.16%
Asian, Pacific Islander	0	0
African American, non-Hispanic	14	58.33%
Hispanic	0	0
White, non-Hispanic	2	8.3%

Discussion of Baseline Data:

The application of the weighted risk ratios when based solely on data analysis did not identify any LSS as having a disproportionate identification as a child with a disability in any racial or ethnic subgroup: Asian, Pacific Islander; African American, non-Hispanic; Hispanic; or White, non-Hispanic students. However, a data analysis based on the .20 index identified groups in need of additional scrutiny. Based on the .20 Index, 14 of 24 LSS showed the potential for disproportionate identification among African American students with disabilities. Similarly, two LSS were identified with disproportionate representation for White students and one (1) LSS was identified with disproportionate representation for American Indians.

Analysis of data and reports noted in the overview of this indicator included:

- Reviews of local policies, procedures and practices for those LSS where disproportionate representation was identified based on data analysis;
- Discussions with LSS special education staff to determine the level of monitoring and professional development regarding access to the general education curriculum;
- LRE decision making for determining if exclusion from the regular classroom is required;
- Provision of supports and interventions provided to students at risk of being identified as requiring special education and related services;
- student progress monitoring;
- Assessments used as part of the evaluation and reevaluation processes, and the results of LSS monitoring.

In addition, on-site and off-site monitoring of Discretionary grants that are targeted to the prevention and/or reduction of disproportionality identified the use of strategic and targeted interventions, practices and analysis of data by LSSs. Some of those interventions and practices include focused record reviews of evaluations and reevaluations in conjunction with student observations by central office staff; establishment of a formal review process for IEPs of all students who transfer into the LSS; implementation of scientifically research-based academic and behavioral interventions; and establishment of protocols for monitoring student progress.

When comparing all LSS identified as significantly disproportionate in the representation of racial and ethnic groups in special education and related services based solely on data analysis using the .20 Index, to those LSS weighted risk ratios, the weighted risk ratios were all below the threshold of 1.50. The range of risk ratios was between .60 and 1.17. Of those, all but one (1) American Indian student group1.17) were .88 or lower.

Maryland's 24 local school systems represent student enrollments ranging from 2,440 to 139,398 in rural, suburban and urban settings. The enrollment also includes a range of racial and economic subgroups of varying proportions. Due to these impacting factors Maryland determined that it would use the weighted risk ratio as the measure to determine significant disproportionality because it adjusts "for district variability in the racial/ethnic composition of the comparison group". IDEA publication, "Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide."

State Designation as Significantly Disproportionate:

Based on school year 2004-2005 data Maryland determined that five of its 24 local school systems were significantly disproportionate. Using the methods detailed above, a matrix was developed that indicated any area(s) in identification, placement and/or extended suspensions and expulsions where data exceeded the established weighted risk ratio (identification) or the .2 Index for placement and extended suspensions and expulsions. Local school systems were notified of the identification, and once identified each local school system was required to submit an amendment to its local application for federal funds to reflect how it planned to expend 15% of the local school system's passthrough allocation of IDEA Part B federal funds. This process was repeated with data from the 2005-2006 school year and identified five (5) LSS as significantly disproportionate. Two systems from 2004-2005 school year were no longer designated significantly disproportionate and two systems were newly designated as such.

In accordance with 34 CFR 300.646, DSE/EIS staff conducted on-site visits to each of those identified LSSs to discuss and implement the provisions of the regulations as follows:

(1) Provide for the review and, if appropriate revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies, procedures, and practices comply with the requirements of IDEA. Revisions to policies, procedures and practices will be submitted to MSDE after the effective date of revised State regulations.

(2) Require any LSS identified to reserve the maximum amount of funds under 20 U.S.C. §1413(f) of IDEA to provide comprehensive coordinated early intervening services to serve children in the LSS, particularly, but not exclusively, children in those groups that were significantly overidentified. All budgets were amended and expenditures monitored as part of the regularly scheduled semi-annual fiscal monitoring; and

(3) Require the LSS to publicly report on the revision of policies, practices, and procedures described in (1) above.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	*FFY 2005 was the baseline year for this indicator.*
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.

2011 **(2011-2012)**	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.
2012 **(2012-2013)**	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.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
The State Disproportionality Steering Committee will continue to meet to identify areas of disproportionality, investigate possible root causes and effective interventions and review policies, procedures and practices that address disproportionality.	February 2007 - ongoing	DSE/EIS staff State Steering Committee
Utilize the State Steering Committee to report, make recommendations, and solicit recommendations from the Special Education State Advisory Committee (SESAC) and the IDEA Partnership Team related to State determinations regarding overall significant disproportionate representation.	February 2007 - annually	DSE/EIS staff State Steering Committee
Collaborate with the State Steering Committee to make recommendations for data views and other appropriate data sources to use in analyzing overall significant disproportionate representation at the State and LSS level.	February 2007 – ongoing	DSE/EIS staff State Steering Committee

Improvement Activities	Timelines	Resources
Develop and disseminate self-assessment documents to LSS that have been determined to be significantly disproportionate or identified through analysis of data to be at risk of becoming significantly disproportionate.	In process and ongoing	DSE/EIS staff LSS staff
Utilize the State Steering Committee to determine how significant disproportionate representation will be used to trigger the identification of LSS that require use 15% of their IDEA Part B funds for early intervening services.	February 2007 - ongoing	DSE/EIS staff State Steering Committee
Provide training to LSS identified as significantly disproportionate to complete self-assessment activities and generate a written report of findings to MSDE.	April 2007 - ongoing	DSE/EIS staff
Review LSS written reports and verify the findings.	June 2007 - ongoing	DSE/EIS staff
Report the percent of districts that have significant disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Annually	DSE/EIS staff
Partner with a national technical assistance agency, National Center for Culturally Responsive Education Systems (NCCRES) to provide assistance to local school systems identified as significantly disproportionate.	December 2006 - ongoing	DSE/EIS staff Special Education State Advisory Committee State Steering Committee NCCRESt
Review the policies, procedures and practices of local school systems that have not been previously identified as discrepant in identification.	January 2007 – ongoing	DSE/EIS staff LSS staff

Improvement Activities	Timelines	Resources
Increase the capacity of local school systems to identify trends, patterns and pockets of disproportionate identification practices through the provision of detailed data reports on identification for each local school system.	October 2006 – ongoing	DSE/EIS staff DAA staff DOSFSS staff

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

Improvement Activities:

- MSDE will annually work with and provide technical assistance to all local school systems identified based solely on the analysis of data as having a significant under-representation of racial and ethnic groups identified for special education and related services, to review and, as appropriate, revise policies, procedures and practices related to Child Find to ensure that families of children who may potentially require special education and related services are aware of and encouraged to access Child Find.

In 2007-2008, MSDE will release a guide to Response to Intervention, and providing technical assistance regarding interventions and strategies to prevent inappropriate identification of students.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

With the July 1, 2005 effective date of IDEA 2004, Maryland examined and analyzed available LSS data on identification of students as students with disabilities by three disability categories by race/ethnicity and identified five LSS required to use 15% of their IDEA Part B allocation for early intervening services in accordance with 20 U.S.C. §1418(d)(2)(B).

To address Part B Monitoring Indicator #10, the MSDE DSE/EIS will:

- Contract with an outside consultant to review and analyze LSS data to recommend a risk ratio index to be used to define significant disproportionate representation within disability categories.
- Designate a State team to review available data to determine how LSS are identified as having significant disproportionate representation within disability categories.
- Utilize the State team to report, make recommendations and acquire recommendations from the SESAC and the IDEA Partnership Team related to how the State will make determinations of significant disproportionate representation within disability categories.
- Collaborate with the State team; make recommendations as to data views and other appropriate sources to be used by the State and LSS in analyzing significant disproportionate representation within disability categories.
- Utilize QAM, with assistance and review by the State team to develop a written overview and self-assessment rubric for use by LSS that have been determined to be significantly disproportionate within disability categories.
- Utilize the State team to determine how significant disproportionate representation will be used to trigger the identification of LSS that will be required to use 15% of their IDEA Part B funds for early intervening services.

- Provide training to LSS identified as significantly disproportionate within disability categories to complete self-assessment activities and generate a written report of findings to MSDE.
- Review LSS written reports and verify the findings.
- Report the percent of LSS that have significant disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification in the FFY 2005 APR due 2/1/07.

Maryland determines the percent of districts with disproportionate representation of racial and ethnic groups in specific disabilities that is the result of inappropriate identification through an analysis of data from the Maryland Student Services Information System (SSIS). Results of Due Process complaints were reviewed and no local school systems were identified with this criterion.

Maryland uses weighted risk ratios calculated according to the instructions provided in the IDEA publication, "Methods For Assessing Racial/Ethnic Disproportionality In Special Education: A Technical Assistance Guide."
http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

The state of Maryland identifies LSS with weighted risk ratios of 1.5 or higher for a particular racial and ethnic group as significantly disproportionate. The application of the weighted risk ratio is limited to LSS that have more than 20 students of a particular racial and ethnic group classified as having a disability. When there are 20 or fewer students in a racial and ethnic group classified as having a disability, the following criteria are applied to measuring discrepancy:

- If there are more than 10 students in a racial and 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 and ethnic group. If the difference between the observed number of students classified with that disability and the expected number of students is greater than 10 then the LSS is deemed to be disproportionate.
- If there are 10 or fewer students in a racial and ethnic group classified as having a disability, then that LSS is not determined discrepant since the number is too small for the calculation to be meaningful.

Baseline Data for FFY 2005 (2005-2006):

Maryland determines the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification through an analysis of data from the Maryland Student Services Information System (SSIS) and the results of Due Process Complaints, written SEA complaints, on-site and off-site monitoring.

Based on those analysis no local school systems were identified were identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Weighted Risk Ratio and Inappropriate Identification

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in specific disability categories according to the weighted risk ratio							
Racial and Ethnic Group	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language Impairments	Multiple	Other Health Impairments	Autism
American Indian	0	0	0	0	0	0	0

Asian, Pacific Islander	0	0	0	0	0	0	0
African American, non-Hispanic	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0	0	0

.20 Index and Inappropriate Identification

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in specific disability categories according to the .20 index							
Racial and Ethnic Group	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language Impairments	Multiple	Other Health Impairments	Autism
American Indian	0	0	0	0	0	0	0
Asian, Pacific Islander	0	0	0	0	0	0	0
African American, non-Hispanic	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0	0	0

The DSE/EIS disaggregated and analyzed the data using both the weighted risk ratio and the .20 Index to reduce the risk of overlooking potential or actual disproportionality. However, when reviewing the data for disproportionate representation in specific disability categories that is the result of inappropriate identification, no LSSs were identified. The number of LSS with disproportionate representation of different racial and ethnic groups by specific disability categories based solely on data review is summarized in the two tables below. These tables are based on calculations for students age 6 to 21 in each category of disabling condition as defined for this indicator.

MSDE is committed to ensuring that students with disabilities are appropriately identified regardless of race/ethnicity and disability category. Accordingly, MSDE uses standardized data analysis to identify potential instances of inappropriate identification.

Weighted Risk Ratio (Data Analysis Only)

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in specific disability categories according to the weighted risk ratio							
Racial and Ethnic Group	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language Impairments	Multiple	Other Health Impairments	Autism
American Indian	0	0	0	0	0	0	0
Asian, Pacific Islander	0	0	0	0	0	0	0
African American, non-Hispanic	12 (50%)	11 (45.83%)	5 (20.83%)	4 (16.6%)	1 (4.16%)	0	0
Hispanic	0	0	0	0	0	0	0
White, non-Hispanic	0	0	1 (4.16%)	8 (33.3%)	4 (16.6%)	4 (16.6%)	6 (25%)

.20 Index (Data Analysis Only)

Number of LSS significantly disproportionate in the representation of racial and ethnic groups in specific disability categories according to the 20 index							
Racial and Ethnic Group	Mental Retardation	Specific Learning Disabilities	Emotional Disturbance	Speech or Language	Multiple	Other Health Impairments	Autism
American Indian	0	0	0	0	0	0	0
Asian, Pacific Islander	0	0	0	0	0	0	1
African American non-Hispanic	11 (45.83%)	13 (54.16%)	7 (29.16%)	4 (16.6%)	0	2 (8.3%)	0
Hispanic	0	1 (4.16%)	0	0	0	0	0
White, non-Hispanic	0	1 (4.16%)	1 (4.16%)	4 (16.6%)	3 (12.5%)	3 (12.5%)	4 (16.6%)

Discussion of Baseline Data:

The DSE/EIS disaggregated and analyzed the data using both the weighted risk ratio and the .20 Index to reduce the risk of overlooking potential or actual disproportionality. However, when reviewing the data for disproportionate representation that is the result of inappropriate identification, no LSSs were identified.

Analysis of data and reports noted in the overview of this indicator included:

- Reviews of local policies, procedures and practices for those LSS where disproportionate representation was identified based on data analysis;
- Discussions with LSS special education staff to determine the level of monitoring and professional development regarding access to the general education curriculum;
- LRE decision making for determining if exclusion from the regular classroom is required;
- Provision of supports and interventions provided to students at risk of being identified as requiring special education and related services;
- student progress monitoring;
- Assessments used as part of the evaluation and reevaluation processes, and the results of LSS monitoring.

In addition, on-site and off-site monitoring of Discretionary grants that are targeted to the prevention and/or reduction of disproportionality identified the use of strategic and targeted interventions, practices and analysis of data by LSSs. Some of those interventions and practices include focused record reviews of evaluations and reevaluations in conjunction with student observations by central office staff; establishment of a formal review process for IEPs of all students who transfer into the LSS; implementation of scientifically research-based academic and behavioral interventions; and establishment of protocols for monitoring student progress.

Patterns of disproportionate representation by racial and ethnic groups in specific disability categories based solely on data analysis are apparent. In analyzing the data based solely on data analysis, 50% of LSS were identified as disproportionate in the representation of African American students in the Mental Retardation category and 45.8% of LSS were identified as being disproportionate in the representation of African American students in the Specific Learning Disability category. For other racial and ethnic groups the modal category differs. For White students, 25% of LSS (6) are identified as disproportionate in the Autism category, 33.3% (8) for Speech or Language Impairments category; 16.6% (4) are identified as disproportionate in Other Health Impaired and Multiple Disabilities categories. One LSS (4.16%) is identified as disproportionate in Emotional Disturbance for White students compared to five (5) - 20.83% for African American students identified as disproportionate in Emotional Disturbance.

No LSS were identified with disproportionate representation for American Indian, Asian/Pacific Islander or Hispanic students using the weighted risk ratio. One LSS was identified significantly disproportionate for Asian/Pacific Islanders using the .20 Index. The results were similar when using either the Weighted Risk Ratio or the .20 Index as the basis for analysis.

State Designation as Significantly Disproportionate:

Based on school year 2004-2005 data Maryland determined that five of its 24 local school systems were significantly disproportionate. Using the methods detailed above, a matrix was developed that indicated any area(s) in identification, placement and/or extended suspensions and expulsions where data exceeded the established weighted risk ratio (identification) or the .2 Index for placement and extended suspensions and expulsions. Local school systems were notified of the identification, and once identified each local school system was required to submit an amendment to reflect how it planned to expend 15% of the local school system's Passthrough allocation of IDEA Part B federal funds. This process was repeated with data from the 2005-2006 school year and identified 5 LSS as significantly disproportionate. Two systems were no longer designated significantly disproportionate and two systems were newly designated as such. Onsite monitoring visits were conducted with all identified LSS to review local policies and practices regarding the identification of students as students with disabilities, as well as early intervention services provided to students to reduce the inappropriate identification of students.

In accordance with 34 CFR 300.646 DSE/EIS staff conducted on-site visits to:

(1) Provide for the review and, if appropriate revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies, procedures, and practices comply with IDEA;

(2) Require any LSS identified to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified; and

(3) Require the LSS to publicly report on the revision of policies, practices, and procedures described under (1) above.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (*FFY 2005 was the baseline year for this indicator.)*
2007 (2007-2008)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2008 (2008-2009)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009 (2009-2010)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010 (2010-2011)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2011 (2011-2012)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2012 (2012-2013)	0% of LSS are identified with a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines/	Activities Completed as planned	Resources
The State Disproportionality Steering Committee will continue to meet to identify areas of disproportionality, investigate possible root causes and effective interventions and review policies, procedures and practices that address disproportionality.	February 2007 - ongoing	A Disproportionality Steering Committee was established in 2005. The committee is comprised of representatives of higher education, the adult disabilities community, local school systems, advocates, public health experts, special educators, parents, and State Department of Education staff. The Steering Committee attended the National Center for Culturally Responsive Education Systems (NCCRESt) Disproportionality Conference in February 2006. It met to develop a vision statement, charge and preliminary plan of action.	DSE/EIS staff State Steering Committee
Expand the stakeholder input to the Disproportionality Steering Committee to gain a broader perspective	April 2007 - ongoing	New activity	DSE/EIS staff State Steering Committee
Utilize the State Steering Committee to report, make recommendations, and solicit recommendations from the Special Education State Advisory Committee (SESAC) and the IDEA Partnership Team related to State determinations regarding overall significant disproportionate representation.	February 2007 - annually	The State team, through the DSE/EIS leadership, presented overall status of disproportionality to the Special Education State Advisory Committee and the criteria developed to identify and address significant disproportionality.	DSE/EIS staff State Steering Committee
Collaborate with the State Steering Committee to make recommendations for data views and other appropriate data sources to use in analyzing overall significant disproportionate representation at the State and LSS level.	February 2007 – ongoing	Initial recommendations completed.	DSE/EIS staff State Steering Committee

Improvement Activities	Timelines	Activities Completed as planned	Resources
Develop and disseminate self-assessment documents to LSS that have been determined to be significantly disproportionate or identified through analysis of data to be at risk of becoming significantly disproportionate.	In process and ongoing	An overview of significant disproportionality and a rubric for self assessment were developed and disseminated to local school systems identified as significantly disproportionate for their use. The documents are intended to assist LSS investigation of possible root causes and effective interventions to address disproportionality.	DSE/EIS staff LSS staff
Utilize the State Steering Committee to determine how significant disproportionate representation will be used to trigger the identification of LSS that require use 15% of their IDEA Part B funds for early intervening services.	February 2007 - ongoing	New activity	DSE/EIS staff State Steering Committee
Professional Development to LSS regarding the disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	July 2006 – ongoing	Activity 1 - MSDE staff provided on-site technical assistance using the self assessment and planning documents to each local school system identified as significantly disproportionate. Activity 2 - MSDE staff provided technical assistance to local school system staff regarding the disaggregated data that identified the rates and numbers of students identified for special education by disability, placement, and suspensions or expulsions of more than 10 days. This included the mathematical formulas used to determine the significant disproportionality and potential methods of disaggregating data at the school and classroom levels.	DSE/EIS staff
Identify resources, research and professional development for LSS that address cultural diversity and differentiated learning and teaching styles	April 2007 – ongoing	New activity	DSE/EIS staff NCCRESt

Improvement Activities	Timelines	Activities Completed as planned	Resources
Provide training to LSS identified as significantly disproportionate to complete self-assessment activities and generate a written report of findings to MSDE.	July 2006 - ongoing	DSE/EIS staff provided training to 8 individual LSS to complete the self-assessment activities.	DSE/EIS staff
Review LSS written reports and verify the findings.	June 2007 - ongoing	MSDE staff has reviewed progress reports and conducted site visits and analyzed achievement and identification data to verify information provided by local school systems.	DSE/EIS staff
Partner with a national technical assistance agency, National Center for Culturally Responsive Education Systems (NCCRESt) to provide assistance to local school systems identified as significantly disproportionate.	December 2006 - ongoing	New activity	DSE/EIS staff Special Education State Advisory Committee State Steering Committee NCCRESt
Review the policies, procedures and practices of local school systems that have not been previously identified as discrepant in identification.	January 2007 – ongoing	New activity	DSE/EIS staff LSS staff
Increase the capacity of local school systems to identify trends, patterns and pockets of disproportionate identification practices through the provision of detailed data reports on identification for each local school system.	October 2006 – ongoing	New activity	DSE/EIS staff DAA staff DOSFSS staff

Improvement Activities	Timelines	Activities Completed as planned	Resources
Provide funding through discretionary grants to LSS to address identified disproportionality.	2001-0ngoing	Funds have been awarded to LSS based on competitive grant process. The one year grants have generally been limited to no more than $25,000 and have enabled LSS to implement interventions targeted to specific areas of disproportionality i.e. supports to students to increase achievement, behavior intervention, inclusion.	DSE/EIS staff IDEA Part B discretionary funds

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

Improvement Activities:

- MSDE will annually work with and provide technical assistance to all local school systems identified based solely on the analysis of data as having a significant under-representation of racial and ethnic groups in specific disability categories to review and, as appropriate revise policies, procedures and practices related to Child Find to ensure that families of children who may potentially require special education and related services are aware of and encouraged to access Child Find.

- In Fall 2007 MSDE will release a guide to Response to Intervention, and providing technical assistance regarding interventions and strategies to prevent inappropriate identification of students based on race/ethnicity.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

Overview of Issue/Description of System or Process:

This is a new indicator that required collection of baseline data during FFY 2005 (2005-2006). The State is required to collect valid and reliable data from each LSS/PA on the number and percent of students with parental consent to evaluate, who were evaluated and eligibility determined within 60 days of parental consent. DSE/EIS staff members, in collaboration with Johns Hopkins University, Center for Technology in Education (JHU-CTE) identified existing data fields within the new Enhanced Special Services Information System (SSIS) that contribute to this measurement and additional fields to be added to the data system to assure accurate data collection. The Enhanced SSIS data system will be revised to include the additional data fields. In addition to the Enhanced SSIS data system, the Statewide IEP and Online IEP will be revised to include all necessary data fields. See Indicator #20 for more information relative to the Enhanced SSIS data system.

All LSS/PA are required to report LSS/PA level data for students during FFY 2005 (2005-2006) the number of students who had initial evaluations. This includes students who were determined eligible as well as those who were not found eligible. The required data was provided by LSS/PA on forms and Excel spread sheets. MSDE, LSS/PA reviewed the data for indicator 11 which will be used for setting a baseline for the next five years of trend analysis. MSDE staff provided technical assistance to help LSS/PA comply with submission of the required data.

In addition to defining and developing a data matrix for the collection of quantifiable data, DSE/EIS staff collaborate with QAM staff, LSS data managers, and local directors of special education to develop methods for accounting for the reason for any delays that resulted in the evaluation not being completed within 60 days of parental consent.

During the revisions to the data system, DSE/EIS Data Specialists collaborated with QAM staff to identify methods and activities to be completed during the 2005-2006 school year in connection with scheduled monitoring visits in order to collect data for the development of baseline.
Summary data for Indicator 11 has columns added - for indication of “Range Days” (from 1 day to Max # of Days). There are also 2 columns labeled “Acceptable Reason for Delay” (only 2 reasons are considered acceptable reasons for delay: Student Not Available or Parent Requested Delay).

Baseline Data for FFY 2005(2005-2006)

Measurement:

a = # of children for whom parental consent to evaluate was received.

b = # determined not eligible whose evaluations were completed within 60 days

c = # determined eligible whose evaluations were completed within 60 days

b^1 = # determined **NOT** eligible whose evaluations were **NOT** completed within 60 days

c^1 = # determined eligible whose evaluations were **NOT** completed within 60 days

b^1AR = # determined **NOT** eligible whose evaluations were **NOT** completed within 60 days, yet an Acceptable Reason for Delay provided

b^1NAR = # determined **NOT** eligible whose evaluations were **NOT** completed within 60 days and **NO** Acceptable Reason for Delay was provided

c^1AR = # determined eligible whose evaluations were **NOT** completed within 60 days, yet an Acceptable Reason for Delay provided

c^1NAR = # determined eligible whose evaluations were **NOT** completed within 60 days and **NO** Acceptable Reason for Delay provided

Number of students for whom parental consent was received (a)	Number determined **NOT** eligible whose evaluations and eligibility determinations were completed within 60 days (b)	Number determined **NOT** eligible whose evaluations and eligibility determinations were **NOT** completed within 60 days (b^1)		Range of days beyond 60 days	Number determined eligible whose evaluations and eligibility determinations were completed within 60 days (c)	Number determined eligible whose evaluations and eligibility determinations were **NOT** completed within 60 days (c^1)		Range of days beyond 60 days
16,597	3,381	1,177		1-192	8,660	3,374		1-274
		AR	NAR			AR	NAR	
16,597	3381	224	953		8660	653	2721	
16,597	3605		953		9313		2721	

Adjusted Data:

(b^1AR) = Not Eligible with Acceptable Reason for Delay: 224

(c^1AR) = Eligible with Acceptable Reason for Delay: 653

(b^1AR) + (c^1AR) = 877

(4,551 - 877) = 3674 (23%)

[(b) + (b^1AR)] + [(c) + (c^1AR)] ÷ (a) X 100 = Percent

[(3381+224)] + [(8660+653)]

[3605 + 9313] ÷ 16,597 x100 = 77%

b	b[1]AR		c	c[1]AR		(a)		
3,381	224	+	8,660	653	÷	16,597	X 100 =	Percent
3605			9,313			0.77		**77%**
12,918								

Discussion of Baseline Data:

FFY 2005 (2005-2006) was the first time for MSDE to require this data from LSS/PA. This collection procedure will need improvement in the areas of reason for delay and range data. Not all LSS/PA were able to determine for the baseline data the number of acceptable reason for delay for determination of eligibility which were not completed within 60 calendar days (Student Not Available or Parent Requested Delay). If an LSS/PA was unable to provide documentation for why an evaluation and eligibility determination did not occur within 60 calendar days of parental consent for evaluation, the delay was considered unacceptable. Revised forms/Excel spread sheets addresses more discrete details in order to more closely examine reasons for delay and the range of days beyond 60 calendar days for each LSS/PA in the FFY 2006 collection period (2006-2007).

Of all students identified with (a) [16, 597] a total of 12,918 or 77% of evaluations were completed within 60 calendar days of parental consent for evaluation. LSSs/PAs reported a total of 877 students as having "Acceptable Reasons for Delay" beyond the 60 days from date of parental consent or evaluation. An adjusted total of 3,674 students did not receive evaluations within 60 calendar days of the parent consent for evaluation with no acceptable reason for delay, resulting in 23% of evaluations not being completed within the required timeline. The range of days beyond 60 calendar days from the date of parental consent for evaluation for all students ranged from 1 day to 274 days.

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

The number of students in (a) but not included in (b) or (c) are accounted for in (b^1) and (c^1) = (1,177 + 3,374) = 4,551. There are two acceptable reasons for delay: 1) The child was not made available; and 2) The parent requested the delay. Within b^1, LSS provided documentation of acceptable reasons for delay for 224 students which reduces (b^1) to 953 students. Within (c^1), LSS provided documentation of acceptable reasons for delay for 653 students which reduces (c^1) to 721. Adding (b^1) + (c^1) equals an additional 877 students to be included within categories b and c and reducing the number of students categorized as not receiving evaluations and eligibility determination within 60 calendar days of parental consent to 3,674.

Following the collection and verification of LSS/PA data, MSDE worked with each LSS/PA to review the Indicator 11 data to determine the summary numbers for the “Range of Days” and “Acceptable Reasons for Delay”. MSDE scheduled 4 regional Data Manager’s Technical Assistance Meetings in January, 2007, with LSS Director of Special Education, Data Managers, and Special Education Preschool Personnel (working with 3 to 5 year old students). The participants utilized examples from other states to review the manner in which “Reason for Delays” are collected and reported. The reporting of the “Range of Days” will also be reviewed and procedures for the collection and reporting will be recommended. Staff involved in the collection, verification, and review of data has provided information to the Quality Assurance and Monitoring (QAM) Office on the LSS/PA that did not meet compliance in order to advise LSS/PA of their obligation to correct noncompliance within one year.

MSDE is researching the feasibility of developing a web-based data entry system (integrated with MDSSIS.org) to report these data to MSDE. MSDE required LSS/PA to complete a paper or Excel copy of these reports and keep the completed paper report until the systems are developed to report these data

using a web-based data entry system. If MSDE decides to develop and implement a web based system, the earliest that would be completed would be FFY 2007 (2007-2008). The paper or Excel system will be utilized until that time.

Beginning July 1, 2007 LSS/PA will be required to use the Maryland Statewide IEP form. LSS/PA using a web-based case management system are required to work with private vendors to make any needed changes in their tools so that the printed form matches the Maryland Statewide IEP form. Additionally, MSDE will complete an alignment of the Statewide IEP Process Guide with the Maryland Online IEP User Guide, State Performance Plan (SPP) Indicators, SSIS Manual, and Accommodations Manual.

Beginning July 1, 2008 LSS/PA will be required to use a web-based IEP program that will generate students' IEPs that match the Statewide IEP form and format for data collection. A system that generates IEPs that match the Statewide IEP form and format will allow for more frequent data submission to the Special Services Information System (mdssis.org)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	*Baseline year FFY 2005*
2006 (2006-2007)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2007 (2007-2008)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2008 (2008-2009)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2009 (2009-2010)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2010 (2010-2011)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2011 (2011-2012)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.
2012 (2012-2013)	100% of children were evaluated and eligibility determined within 60 days of parental consent to evaluate.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Review LSS/PA policies, procedures, practices to ensure children with parental consent to evaluate are evaluated within 60 days in accordance with 34 C.F.R. §300.300.	February 2007 and ongoing	DSE/EIS staff LSS/PA staff
Researching the feasibility of developing a web-based data entry system to report these data to MSDE	From Present to July 2007	DSE/EIS Staff Center for Technology in Education DataLab USA
Enhancements to SSIS or mdssis.org.	Ongoing	DSE/EIS Staff Data Managers LSS/PA LSS/PA Director of Special Education
Share the new Excel form with Data Managers, for input on proposed changes to fields in SSIS record layout and discuss the consideration of cumulative data collection using mdssis.org.	Regional meetings held January 17,18,19, and 22-2007	SSIS Data Managers Directors of Special Education QAM Preschool Staff
Recommendations to MSDE Leadership, QAM (monitoring), Special Education State advisory Committee (SESAC), and data staff regarding procedures for collecting and reporting data for Indicator 11.	Present to May 2007	MSDE Leadership, QAM SESAC Data Collection staff / LSS/PA Data Managers

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007)

Improvement Activities

- 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 would be FFY 2008 (2008-2009). The paper or Excel system will be utilized until that time.

- Regional data management meetings will be held February 2008 for: SSIS Data Managers, Directors of Special Education, QAM staff, and Preschool Staff to discuss and share the Excel

form for input on proposed changes to fields in SSIS record layout and discuss the consideration of cumulative data collection using mdssis.org.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009:

Improvement Activity	Timeline	Resources	Justification
Implement enhancements to SSIS system and MDSSIS.ORG to capture all data needed for Indicator 11 and eliminate the need to excel data collection sheets by 2011. REVISED	Ongoing		As of the October 2010 data collection, the SSIS data collection will capture all data needed for Indicator 11 and will include students evaluated but found not eligible.
Provide TA/training/Professional Development			
Assist local school systems to identify root causes of failure to correct noncompliance. NEW	July 2009, ongoing	DSE/EIS QAM Monitoring staff LSS Staff	Although local school systems policies, procedures, and practices are compliant and accurate, individual cases continue to reflect noncompliance.
Assist local school systems with 10,000+ students with disabilities, to identify strategies to effectively monitor implementation practices of staff. NEW	March 2008 and ongoing	DSE/EIS QAM Monitoring staff LSS Staff	Although local school systems policies, procedures, and practices are compliant and accurate, individual cases continue to reflect noncompliance.
Improve Systems Administration and Monitoring			
Continue to apply correction of Indicator 11 to discretionary grant funds until all LEAs are compliant. NEW	March 2008, ongoing	DSE/EIS Program, QAM, and Grant Staff	Incentive discretionary grants for compliance and directed discretionary grant for noncompliance.
Improve Data Collection and Reporting			
Evaluate quarterly reporting of data as a measure of compliance. NEW	September 2009 and ongoing	DSE/EIS Data Staff JHU/CTE DSE/EIS Program Staff QAM Monitoring Staff	Early proactive data analysis to correct identified noncompliance as soon as possible.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activity	Timeline	Resources	Justification
The State's technical assistance activities to LSS/PAs will focus on general supervision procedures and practices to identify and correct noncompliance in a timely manner. **NEW**	September 2009 through June 30, 2013	Office of QAM CIDP DSE/EIS staff	The State's technical assistance to public agencies is modified to focus on procedures to prevent timeline violations and identify and correct findings of noncompliance.
Implement enhancements to SSIS OR MDSSIS.ORG to capture all data needed for Indicator 11 and by 2011 eliminate the excel data collection sheets	July 2010 through June 30, 2013 **REVISED**	DSE/EIS Data Staff JHU/CTE DSE/EIS Program Staff QAM Monitoring Staff	Revised timeline to reflect the remaining years of the SPP.
Provide Technical Assistance/Training/Professional Development			
Assist local school systems to identify root causes of failure to correct noncompliance.	July 2009, ongoing through June 30, 2013 **REVISED**	DSE/EIS QAM Monitoring staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Assist local school systems with 10,000+ students with disabilities, to identify strategies to effectively monitor implementation practices of staff.	March 2008 and ongoing through June 30, 2013 **REVISED**	DSE/EIS QAM Monitoring staff LSS Staff	Revised timeline to reflect the remaining years of the SPP.
Improve Systems Administration and Monitoring			
Continue to apply correction of Indicator 11 to discretionary grant funds until all LEAs are compliant.	March 2008, ongoing through June 30, 2013 **REVISED**	DSE/EIS Program, QAM Monitoring Staff Grant Staff	Revised timeline to reflect the remaining years of the SPP.
Improve Data Collection and Reporting			
Evaluate quarterly reporting of data as a measure of compliance.	September 2009 and ongoing through June 30, 2013 **REVISED**	DSE/EIS Date Staff JHU/CTE DSE/EIS Program Staff QAM Monitoring Staff	Revised timeline to reflect the remaining years of the SPP.

As of November 1, 2010, MSDE began collecting data for Indicator 11 in the SSIS data collection. The data fields for Indicator 11 are currently available but not required. As of November 1, 2011 the fields will become required. MSDE expects that by November 1, 2012, the data for Indictor 11 will be collected entirely through SSIS and the excel spreadsheets will no longer be necessary.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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 Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was 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.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. 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 - e)] times 100.

Overview of Issue/Description of System or Process:

MSDE has implemented multiple strategies to address the requirement that students transitioning from Part C who are determined eligible for Part B will have an IEP in effect by their third birthday. The most critical aspect of achieving compliance for this SPP indicator lies in the capacity of a statewide data collection and reporting system to collect, aggregate and report this data to inform local lead agency and LSS improvement efforts in conjunction with the State quality assurance and monitoring system activities. In Spring 2005, the SSIS data system was modified to collect data to track the effective dates of initial IEPs for students transitioning from Part C. Data fields were added to the system to identify a child transitioning from Part C, the initial IEP meeting date, and the date Part B services will be initiated. Statewide data on the number of students transitioning from Part C to Part B whose IEPs were in effect by their third birthday will be available following the October 2005 SSIS data collection from local school systems. The State recognizes that in addition to gathering and reporting data on the number of IEPs in effect by the third birthday, it must also address the expanded requirement for this SPP Indicator of reporting the total number of students referred by local Part C lead agencies to Part B for eligibility determination, and of those students referred, how many were determined to be NOT eligible for Part B prior to their third birthdays. This information will ultimately be collected through the demographics section of the online IEP, which will document the outcome of the eligibility determination process for all children and youth referred to Part B. This data will not be collected through the Statewide SSIS system, as this system reports on students with active IEPs as of the end of October of each year. For the purpose of including baseline data on the number of children found to be NOT eligible prior to the third birthday out of the total number of children referred by Part C to Part B, the State will utilize data captured through the online IFSP/Part C component of the statewide database. Although this field on the IFSP was to have been eliminated it will now be temporarily retained to collect this data for Part B reporting of baseline data for the SPP, with the demographics section of the online IEP fully implemented by June 30, 2006.

Revised Baseline Data for FFY 2004 (2004-2005):

State Total of children served in Part C and referred to Part B for eligibility determination	# of children determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	# of children found eligible who have an IEP developed and implemented by their birthdays	# 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 the third birthday
***3,368**	**Data Not collected for baseline period**	**209****	**0**	**6.21%**

*Total as reported from the Part C database.
**Total verifiable from Part B SSIS October data collection

Discussion of Revised Baseline Data:

At the time of the first State Performance Plan submission (December 1, 2005), data to address Indicator 12 were not being systematically collected as part of Maryland's annual Student Services Information System (SSIS). MSDE submitted what was referred to at the time as data from the web-based Part C database to address this indicator. In a March 2006 letter, OSEP indicated that Maryland must report Part B data for FFY 2004, and that this data would constitute appropriate baseline data for this Indicator.

By way of clarification as to the relevance of the data submitted with the first SPP, the following explanation is offered, and should have been included with the original submission.

Prior to a site visit conducted by OSEP in March 2004 for both Part C and Part B, Maryland had in place jointly developed Part C/Part B Transition At Age Three State Policies and Procedures that allowed local lead agencies and local school systems to conduct the Part C Transition Planning Meeting and the initial Part B eligibility determination meeting as a combined meeting, as long as each part of the combined meeting met respective regulatory requirements (e.g., informed parental consent, personnel present). In conjunction with this provision, the MSDE and MITP agreed that, since the Part C database was web-based and "real-time" Part C would collect and enter the outcome of each eligibility determination meeting, i.e., Part B data would be collected and maintained in the Part C database. With MSDE as the lead agency for Part C, this coordinated approach to data collection was intended to assist with oversight of the Transition At Age Three process. In response the findings resulting from the March 2004 site visit by OSEP, the MSDE and MITP determined that by allowing the two meetings to be combined, issues of programmatic responsibility had become confused, and therefore remedies to address full compliance were difficult to implement. The MSDE and MITP subsequently revised the State Policies and Procedures to clarify the distinct responsibilities of both programs, separating the formerly combined meetings into separate Part C and Part B functions, and eliminating the collection of outcome data for Part B eligibility determination from the Part C database.

To fully comply with OSEP's March 2006 Directions, Maryland instituted the following procedures to collect and validate data to establish the baseline for FFY 2004:

- Identification of the timeframe of July 1, 2004 to June 30, 2005 as the baseline data period; (this is consistent with the established period for cumulative Exit data collection).

- The Maryland Infants and Toddlers Program provided a data set from the Part C web-based database covering the same time period; this data set included all children entered into the Part C database by Local Infants and Toddlers Program staff as having been referred to local school systems for Part B

eligibility determination and found eligible. Social Security numbers are used as the child identification number for the Part C database however parents are not required to provide SSN.

- The MSDE Part B data manager conducted a comparison of the Part C data set with the SSIS data set, using Social Security numbers as the basis for making a match. Part B data includes SSN and pseudo-SSN. Though limited in terms of comparability of the information in both data sets, it was the selected approach due to the lack of connectedness between the Part C and Part B databases. The lack of a consistent assignment of student identification numbers between Part C and Part B, as well as across local school systems contributed to matching inconsistencies.

Results of procedures:

- 209 (6.21%) out of a total of 3,368 children reported by Part C as referred to Part B for eligibility determination could be verified by Part B as having been found eligible with an IEP in effect at age 3.

- Data on the number of children reported by Part C as referred to Part B and determined *NOT eligible* prior to the third birthday were not collected for July 1, 2004-June 30, 2005. It was not until August 2005 that States were advised at a national meeting on State Performance Plan requirements sponsored by OSEP that these data must be collected and reported. Maryland established data collection procedures for local school systems to capture these data beginning with the July 1, 2005-June 30, 2006 collection period. Results are reported as part of Actual Target Data for FFY 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.
2006 (2006-2007)	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.
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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.
2011 (2011-2012)	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.
2012 (2012-2013)	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.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Hiring of new Part B 619 Monitoring staff position	April-May 2007	DSE/EIS – MITP/PS Branch staff MSDE Human Resources Office
Joint Part C/Part B process for conducting shared monitoring of Early Childhood Transition will be developed.	October 2005-August 2007	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (Quality Assurance and Monitoring – QAM) DSE/EIS Staff
Joint Part C/Part B process for conducting shared monitoring of Early Childhood Transition implemented, including coordinating oversight of associated corrective action plans.	February 2006 and Ongoing	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (QAM)
New demographic data collection section of the Statewide IEP implemented.	July 1, 2007	DSE/EIS staff JHU-CTE
Completed revision of joint Part C/Part B state technical assistance bulletin on Early Childhood Transition	March 2007	DSE/EIS staff MITP Part C staff
Early Childhood Transition data will be included in local lead agency and local school system report cards	January-June 2007	DSE/EIS staff MITP Part C staff
Provide training and technical assistance to local school system data managers, local directors of special education, and local preschool special education coordinators related to reporting Early Childhood Transition data.	January 2006 & ongoing	Part B 619 and Part B staff

Improvement Activities	Timelines	Resources
Continue to monitor, direct improvement planning, verification of data, training, technical assistance, and other program development activities related to Early Childhood Transition.	Ongoing	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (QAM)
Review LSS policies and procedures for practices to ensure 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 in accordance with 34 C.F.R. §300.124.	February 2007 and ongoing	DSE/EIS staff LSS Preschool Coordinators LSS directors LITP Coordinators

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

Not Applicable.

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timelines	Resources	Justifications
Joint Part C/Part B process for conducting shared monitoring of Early Childhood Transition will be developed.	October 2005-August 2007 and ongoing through June 30, 2013 **REVISED**	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (Quality Assurance and Monitoring – QAM) DSE/EIS Staff	Revised timeline to reflect the remaining years of the SPP.
Joint Part C/Part B process for conducting shared monitoring of Early Childhood Transition implemented, including coordinating oversight of associated corrective action plans.	February 2006 and ongoing through June 30, 2013 **REVISED**	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (QAM)	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justifications
New demographic data collection section of the Statewide IEP implemented.	July 1, 2007 and ongoing through June 30, 2013 **REVISED**	DSE/EIS staff JHU-CTE	Revised timeline to reflect the remaining years of the SPP.
Completed revision of joint Part C/Part B state technical assistance bulletin on Early Childhood Transition	March 2007 and ongoing through June 30, 2013 **REVISED**	DSE/EIS staff MITP Part C staff	Revised timeline to reflect the remaining years of the SPP.
Early Childhood Transition data will be included in local lead agency and local school system report cards	January-June 2007 and ongoing through June 30, 2013 **REVISED**	DSE/EIS staff MITP Part C staff	Revised timeline to reflect the remaining years of the SPP.
Provide training and technical assistance to local school system data managers, local directors of special education, and local preschool special education coordinators related to reporting Early Childhood Transition data.	January 2006 & ongoing through June 30, 2013 **REVISED**	Part B 619 and Part B staff	Revised timeline to reflect the remaining years of the SPP.
Continue to monitor, direct improvement planning, verification of data, training, technical assistance, and other program development activities related to Early Childhood Transition.	Ongoing through June 30, 2013 **REVISED**	MITP Part C Monitoring staff Part B 619 Monitoring staff DSE/EIS Part B Monitoring Branch (QAM)	Revised timeline to reflect the remaining years of the SPP.
Review LSS policies and procedures for practices to ensure 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 in accordance with 34 C.F.R. §300.124.	February 2007 and ongoing through June 30, 2013 **REVISED**	DSE/EIS staff LSS Preschool Coordinators LSS directors LITP Coordinators	Revised timeline to reflect the remaining years of the SPP.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Please refer to the Overview, pages 1-3.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process: The largest issue facing Maryland is the involvement of participating Agencies. At the State level each of these agencies have referral and participation protocols. These protocols are the basis for verification of the specific measurement concerning "Agency Invitation to IEP Team meetings." At the local level there are protocols and procedures that supersede the State protocols. Often when following the local protocols the local school systems appear non-compliant. Also local agency representatives do not want to be invited to IEP Team meetings.

FFY 2009	Baseline	Target (Compliance Indicator)
	86.1% **Of 22,174 IEPs for students age 16 through 21 years of age 19,086 were compliant.**	100%

Discussion of Baseline Data: There are 24 local school systems in Maryland along with 5 public education agencies that provide secondary transition services to students with IEPs. The data for FFY 2009 is based on 22,174 students with IEPs aged 16 through 21 years of age, of that number, 19,086 were compliant.

Number that met 100% Compliance	90 – 99%	80 – 89%	70 – 79%	Under 69%
15	6	2	1	5

The local school system with the lowest rate of compliance was 34% compliant. The Indicator Measurements with the least compliance were:

- Evidence that the postsecondary goals were based on age appropriate transition assessments. 49% compliance; and
- Evidence that a representative of any participating agency was invited to the IEP Team meeting. 73% compliance.

The primary focus for Improvement activities for FFY 2010 will be to direct efforts specifically at the aforementioned two areas.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	**100%** of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2010 (2010-2011)	**100%** of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

2011 (2011-2012)	**100%** of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2012 (2012-2013)	**100%** of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	1
2. Number of remaining FFY 2007 findings the State has verified as corrected	0
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	1

The MSDE has assigned a consultant to meet with the school system to review updated data and results of corrective action plan activities. The revised corrective action plan includes staff development on the revised requirements for Indicator 13 in the LSS by the MSDE secondary transition specialist using resources from the National Secondary Transition Technical Assistance Center (NSTTAC). Oversight was provided as LSS assistant supervisors for compliance provided additional re-training and support for schools when periodic monitoring of data demonstrated persistent noncompliance. Middle and high school special education chairpersons were trained to monitor the new Indicator 13 requirements, as well as monitor transition plans. Corrective actions also resulted in an Indicator 13 Noncompliance Report presented by the Deputy Superintendent in the LSS to the Executive Cabinet.

Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	1
1. Number of remaining FFY 2006 findings the State has verified as corrected	0
2. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	1

In order to address the failure to correct the noncompliance, MSDE continues to implement the EMCIR process. The corrective action plan has been revised and the MSDE secondary transition specialist has conducted staff development on the revised requirements for Indicator 13 using resources from the National Secondary Transition Technical Assistance Center (NSTTAC). The school system has also implemented an internal system of accountability and self-review that involves ongoing review and correction by school system support staff. Data shows improvement; however the compliance target of 100% has not been met.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
The State must report, in its FFY 2009 APR due February 1, 2011, that it has verified that each LEA with noncompliance identified in FFY 2007 and the LEA with the remaining noncompliance identified in FFY 2006: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each individual case of noncompliance, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.	Each local school system with noncompliance identified in FFY 2007 and the local school system with the remaining noncompliance identified in FFY 2006: are correctly implementing the specific regulatory requirements. Each local school system has developed an IEP that includes the required transition content for each individual case of noncompliance, unless the youth is no longer within the jurisdiction of the local school system, consistent with OSEP Memo 09-02.
The State reported that noncompliance identified in FFY 2006 with the secondary transition requirements in 34 CFR §300.320(b) was partially corrected. The State must demonstrate, in the FFY 2009 APR, due February 1, 2011, that the remaining one uncorrected noncompliance finding was corrected.	Uncorrected noncompliance from FFY 2006 is in the local school system that is under the consent decree and is an ongoing challenge. MSDE assigns specifically trained experienced Office of Quality Assurance and Monitoring consultants to provide regularly scheduled onsite TA for school systems that have demonstrated continuing noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2009:

Maryland experienced a slippage of 8.9% from 95% to 86.1%. There are 24 local school systems in Maryland along with 5 public education agencies. The data for FFY 2009 is based on 22,174 students with IEPs.

Number that met 100% Compliance	90 – 99%	80 – 89%	70 – 79%	Under 69%
15	6	2	1	5

The lowest school district was 34% compliant. The Indicator Measurements with the least compliance were:

- Evidence that the postsecondary goals were based on age appropriate transition assessments. 49%compliance
- Evidence that a representative of any participating agency was invited to the IEP Team meeting. 73% compliance

Based on a desk-audit of the State's annual Indicator 13 data, there were 13 findings of noncompliance identified by the Office of Quality Assurance and Monitoring. In each LSS/PA failing to meet requirements under Indicator 13, the student's record was reviewed to determine if proper documentation existed to support correction unless the student was no longer under the jurisdiction of the LSS/PA or the parent withdrew consent. Upon verification for each individual student, an additional record review is conducted using updated data of similarly situated students, to ensure compliance with the requirements. This second stage of the review ensures the LSS/PA is properly implementing the regulatory requirement(s) for students within the LSS/PA system-wide. The desk audit of the State's annual Indicator 13 data also targets those LSS/PAs reporting 100% compliance using the same procedures as above to ensure the accuracy of the reported data. For all LSS/PAs, monitoring activities include a review of the LSS/PAs system of general supervision to ensure there are processes and procedures in place to intervene to identify and correct noncompliance. This has had a positive impact as is evidenced by the data.

Two LSS have findings of uncorrected noncompliance, one from the FFY 2006 APR and the other from FFY 2008 APR. These are two of the largest school systems in Maryland. In order to address the failure to correct noncompliance, MSDE staff have assigned a part time consultant to meet with the school systems on a regular basis to review updated data and results of monitoring activities to correct all student specific corrections of noncompliance. The corrective action plan has been revised and the MSDE secondary transition specialist has conducted staff development on the revised requirements for Indicator 13. Both school systems have been provided resources from the National Secondary Transition Technical Assistance Center (NSTTAC) and provide re-training and support for school staff when periodic monitoring data demonstrates persistent noncompliance. Intermittent reviews of student records are completed by the Office of Quality Assurance and Monitoring for both school systems. And, both have an MSDE team chaired by the Assistant State Superintendent for Special Education/Early Intervention Services that meets regularly with staff to review the school system's progress or slippage and recommend additional strategies.

Improvement Activities Completed:

- Two Local School Systems used discretionary grant monies to hire consultants to work with the lead transition coordinator to review IEPs for compliance. The consultant provided focused professional development in specific measurements. The NSTTAC Indicator 13 Checklist was used to review IEPs and plan the professional development.
- NSTTAC staff presented on Measurement Requirements of Indicator 13 at the 2009 Maryland State Special Education Leadership Conference.
- NSTTAC staff provided an update at the 2010 Leadership conference.

Improvement Activities/Timelines/Resources through 2012:

Improvement Activity	Timeline	Resources
Conduct quarterly meeting with lead transition coordinators. The purpose of these meeting is to provide updates on Indicator 13, updates on agency linkage, sharing of information from other MSDE Divisions on activities related to transition.	Ongoing through June 30, 2013	DSE/EIS and other MSDE Divisions, Participating Agencies, LSS Transition Coordinators
Compiled and distributed the Indicator 13 Resource Guide developed by NSTTAC.	Ongoing through June 30, 2013	DSE/EIS and LSS Transition Coordinators
Developed the Maryland Transition Planning Guide for use by students and families.	Revised Annually through June 30, 2013	DSE/EIS
Developed a power point presentation on Indicator 13 for the use by LSSs during professional development activities	Revised annually through June 30, 2013	DSE/EIS, NSTTAC
Collaborated with the Division of Career and College Readiness on the Career Development Framework	Revised annually through June 30, 2013	DSE/EIS, CCR, LSS, and MHEC
Provide Professional Development and Technical Assistance to LSSs on Indicator 13	Ongoing through June 30, 2013	DSE/EIS Transition Specialist and the Quality Assurance and Monitoring Branch

Part B State Performance Plan (SPP) for 2005-2013

Overview of the Annual Performance Report Development:

Please refer to the Overview, pages 1-3.

Monitoring Priority: Effective General Supervision / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:

a. Enrolled in higher education within one year of leaving school.

b. Enrolled in higher education or competitively employed within one year of leaving high school.

c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

A. Percent enrolled in higher education [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (#of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school + [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in high education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment + [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who were no longer in secondary school and had IEPs at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
2010 **(2010-2011)**	A = 50% enrolled in higher education B = 73% enrolled in higher education or competitively employed C = 82% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
2011 **(2011-2012)**	A = 50% enrolled in higher education B = 73% enrolled in higher education or competitively employed C = 82% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
2012 **(2012-2013)**	A = 50% enrolled in higher education B = 73% enrolled in higher education or competitively employed C = 82% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Overview of Issues/Description of System or Process:

Maryland gathered census data. An administrative record exchange was used for data collection. The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS), Division of Career and College Readiness (DCCR), The Division of Accountability and Assessment (DAA), The University of Baltimore, The State Department of Labor Licensing and Regulations (DLLR), the Developmental Disabilities Administration (DDA), and the National Student Clearinghouse (NSC) collaborated to gather the data for this report.

- DLLR provided data on the youth who were competitively employed.
- NSC provided data on the youth who have been enrolled for at least one term in higher education anywhere within the United States.
- DDA provided data on the number of youth served by the Governor's Transitioning Youth Initiative. These youth are participating in individual community based supported employment, community based enclave employment, employment training that utilizes sheltered employment and workshop training.

The University of Baltimore, under a contract with the MSDE, gathered data from the DLLR. The University gathered data on all youth who exited school and who were:

- Competitively employed on a full or part-time basis within the geographic region that includes Maryland, Pennsylvania, Delaware, Virginia, and West Virginia.

The National Student Clearinghouse, under a contract with MSDE, gathered data on the youth enrolled in postsecondary education nationwide.
Data was collected using the MSDE Unique Student Identification Number. The data is disaggregated by school district, sex, and disability. The data from the DDA was the actual number of students who were determined eligible for services from DDA.

Data was collected on youth who exited during school year 2008 – 2009. These leavers are youth who left school by graduating with a regular high school diploma, exiting with a Maryland Certificate of Program Completion, aging out, left school early (i.e. dropped out).

Response Rate:

Number of leavers in the State during school year 2008 - 2009	6,562
Number of youth for whom data was exchanged	5,343
Response Rate	82%*

*****The response rate does not include youth who may be employed outside of the geographic region described above. It also does not include youth who are taking non-credit college courses or auditing college courses.

Baseline and Calculations

Maryland used the calculation formula developed by the National Post-School Outcome Center. Each respondent has been counted in only one category and only in the highest appropriate category. The chart shows the numerators for the calculation. The baseline data was collected utilizing an Administrative Record Exchange. 5,343 young adults were found to be engaged in postsecondary activities:

1	# of respondent leavers enrolled in higher education	3242
2	# of respondent leavers in competitive employment	1516
3	# of respondent leavers enrolled in some other postsecondary education or training	399
4	# of respondent leavers in some other employment	186

The individual formulas used to calculate the measurement percentages are as follows:

A = 1 divided by total Respondents
B = 1 + 2 divided by total respondents
C = 1 + 2 + 3 + 4 divided by total respondents

Measurement	Percentage
A. Percent enrolled in higher education [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (#of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.	49.40%
B. Percent enrolled in higher education or competitively employed within one year of leaving high school + [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in high education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.	72.61%
C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment + [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who were no longer in secondary school and had IEPs at the time they left school)] times 100.	81.42%

Discussion of Baseline Data:

Disability Representation:

Disability	Target Leaver Representation	Engaged	% of Leavers
Intellectual Disability	493	450	91.27%
Specific Learning Disability	3044	2852	93.69%
Emotional Disability	1105	403	36.47%
Other Health Impaired	1033	965	93.41%
All Other Disabilities	878	673	76.65%

Statewide Postsecondary Employment Data By Gender:

Gender	Number
Male	998
Female	518
Total	1516

By Disability

Disability	Number Youth Employed
Specific Learning Disability	988
Emotional Disability	124
Autism	28
Intellectual Disability	14
Other Health Impairment	290
Visually Impaired	4
Hearing Impaired	5
Speech/Language Disability	48
Orthopedic Impairment	3
Multiple disabilities	11
Traumatic Brain Injury	1
Total	1516

Statewide Postsecondary Education Data By Gender:

Gender	Number
Male	2065
Female	1177
Total	3242

By Disability

Disability	Number Youth Enrolled
Intellectual Disability	38
Hearing Impaired	25
Deaf	18
Speech/Language Disability	228
Visual Impairment	41
Emotional Disability	279
Orthopedic Impairment	13
Other Health Impairment	675
Specific Learning Disability	1848
Multiple-disabilities	39
Deaf-Blindness	2
Traumatic Brain Injury	26
Autism	192
Total	3242

Other Postsecondary Employment and/or Training

Apprenticeships	16
DDA Supported Employment	569
Total	585

Type of Activity	Number Youth Enrolled
Training for Supported Employment	399
Supported Employment	170
Apprenticeship	16

Not Engaged:

Maryland is not able to report an exact number of not engaged youth. This is due to the method used to gather the data. Maryland gathered census data. An administrative record exchange was used for data collection. The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS), Division of Career and College Readiness (DCCR), The Division of Accountability and Assessment (DAA), The University of Baltimore, The State Department of Labor Licensing and Regulations (DLLR), the Developmental Disabilities Administration (DDA), and the National Student Clearinghouse (NSC) collaborated to gather the data for this report.

- DLLR provided data on the youth who were competitively employed.
- NSC provided data on the youth who have been enrolled for at least one term in higher education anywhere within the United States.
- DDA provided data on the number of youth served by the Governor's Transitioning Youth Initiative. These youth are participating in individual community based supported employment, community based enclave employment, employment training that utilizes sheltered employment and workshop training.

Maryland was not able to gather data on 1,219 youth who exited during the 2008-2009 school year. This is 18% of all youth who exited during that school year. These youth may not be engaged in any meaningful activity, or may be living and working in a state outside of the DLLR catchment region, or taking non-credit college courses, or auditing college courses.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 *[If applicable]*

In examining the Indicator 14 data, MSDE identified two major areas that need improvement. First, although 82% of the youth who exited were identified as being engaged, data was not captured on 18%. MSDE needs to identify the students who are truly not engaged.

Second, the outcomes for youth from two disability groups are very low. Students with emotional disabilities or intellectual disabilities are underrepresented in the group who are engaged in meaningful post-school activities. Only 36% of youth with emotional disabilities who exited in 2008-2009 were engaged. Youth with Intellectual disabilities who exited school during 2008-2009, based upon the data, did not see postsecondary education as an option. Only 7% enrolled in postsecondary education. Based on these findings MSDE identified the following improvement activities.

Improvement Activity	Timeline	Resources
To improve the number of youth with intellectual disabilities, the MSDE will collaborate with the Maryland Department of Disabilities (MD-DOD), The Interagency Transition Council (ITC), The Maryland High Education Council(MHEC) to improve the distribution of information on available postsecondary education opportunities:		
1. A fact sheet will be developed on available postsecondary educational opportunities	Spring, 2011	MD-DOD in partnership with MSDE
2. Professional development will be provided to transition coordinators on postsecondary education opportunities	Beginning in September, 2011 and ongoing through June 30, 2013	MSDE and local school systems
3. Representatives from postsecondary education institutions will be invited to present at transition information sharing activities.	Beginning in September, 2011 and ongoing through June 30, 2013	Local Community Colleges and Local school systems
To improve the number of youth with emotional disabilities who are engaged in meaningful activities after exiting high school. MSDE will work with the Mental Hygiene Administration (MHA) to improve transition activities that will result in improved outcomes.	Beginning in September, 2011 and ongoing through June 30, 2013	Partnerships with MHA, local school systems, and MSDE in the MHA service regions.
To improve data collection on the youth not captured by the administrative record exchange, MSDE will work with NPSO center through the Intensive Technical Assistance Agreements. Specific strategies will be developed.	During FFY 2011	MSDE and NPSO Center.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 *[If applicable]*

Improvement Activities	Timelines	Resources	Justification
To improve the number of youth with intellectual and developmental disabilities who enroll in higher education , the MSDE will collaborate with the Maryland Department of Disabilities (MD-DOD), The Interagency Transition Council (ITC), The Maryland High Education Council (MHEC) to improve the distribution of information on available appropriate postsecondary education opportunities:			
1. A fact sheet will be developed on available postsecondary educational opportunities	Spring, 2013	MD-DOD in partnership with MSDE	The completion date has been changed from Spring 2011 to Spring 2013. Additional time is needed to produce a document that contains the most current information needed.
2. Professional development will be provided to transition coordinators on postsecondary education opportunities	Beginning in September, 2011 and ongoing through June 30, 2013	MSDE and local school systems	This activity continues on an ongoing basis
3. Representatives from postsecondary education institutions will be invited to present at transition information sharing activities. **REVISED**	Beginning in September, 2011 and ongoing through June 30, 2013	Local Community Colleges and Local school systems	The Maryland Steering Committee on Students with Disabilities and Common Core College and Career Readiness will continue working with the Maryland Higher Education Commission to develop a presentation that can be given at the 2012 Interagency Transition Council Conference

Improvement Activities	Timelines	Resources	Justification
To improve data collection on the youth not captured by the administrative record exchange, MSDE will work with NPSO center through the Intensive Technical Assistance Agreements. Specific strategies will be developed. MSDE will also work with the Division of Rehabilitation Services (DORS) and the Developmental Disabilities Administration (DDA) to develop strategies to address the different definitions for employment. **REVISED**	During FFY 2011	MSDE and NPSO Center, DORS, and DDA	DSE/EIS has to work with our partner agencies to address the differences in the definition of employment. The OSEP definition requires that an individual be employed for a minimum of 90 days. OSER does not have that requirement. If a solution can be found Maryland will be able to report a higher number of individuals in Indicator 14 Measurement B.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

The MSDE, DSE/EIS monitoring functions cross branches within the Division. As a result of an OSEP March 2005 visit, an office dedicated to coordinating activities for monitoring LSS and PA was established. The DSE/EIS, Office of QAM was established on March 21, 2005 and reports directly to the State Assistant Superintendent in the DSE/EIS***.*** At that time the QAM office consisted of two full time appointed employees, and three part-time employees that were assigned to specific tasks. Between March 24, 2005 and June 17, 2005 QAM staff met eleven times and focused efforts on developing the self-assessment form, self-assessment verification desk-audit instrument, policies and procedures manual and revision of the record-review form. Meetings have been scheduled between July 1, 2005 and June 30, 2006. In Maryland, the monitoring for continuous improvement and results (MCIR) process has undergone significant changes and is designed to ensure improved performance results for students with disabilities and compliance with IDEA 2004, Part B requirements. The MSDE structure encompasses a cyclical system of general supervision, verification, program improvement, monitoring for compliance, public reporting and enforcement. The LSS and PA engage in MCIR activities listed below in their efforts to increase the performance results for students with disabilities and ensure compliance with the IDEA 2004 requirements:

- Self-Assessment of performance on priority indicators;
- Collect accurate quantitative and qualitative data;
- Involve broad stakeholder input in self-assessment and improvement planning;
- Develop and submit to MSDE, DSE/EIS a Local Performance Plan (LPP) and subsequent Local Annual Performance Report (LAPR);
- Participate in MSDE, DSE/EIS monitoring activities;
- Complete required "Corrective Action Plans" (CAP) or requirements based on MSDE monitoring functions; and
- Report local performance annually to the public.

On April 29, 2005, the Division held a statewide technical assistance meeting in Columbia, Maryland. LSS and PA attended this meeting to learn about the revised monitoring process which emphasizes the Self-Assessment as the foundation for future improvement activities. As a follow up to the meeting the same power-point presentation developed and used by MSDE was made available to all LSS and PA for the purpose of providing LSS or PA on-site technical assistance training for staff. Self-assessments were submitted as required by all LSS and PA in June 2005. Self assessments were reviewed by July 2005 and meetings were scheduled for an on-site overview of the self-assessment and provide technical assistance prior to the desk audit to verify information. All self-assessments will be reviewed on-site by December 31, 2005. As of December 2, 2005, 21 onsite visits will be completed and the desk audit verifications for LSS will begin on October 11, 2005. The order in which LSS and PA were selected to be visited was based on a rank order of self assessment information provided and the need for technical assistance in addressing priority areas and initiatives. Those LSS identified in need of the most technical assistance and supervision were scheduled to be visited first.

In June 2004, the Program Administration and Staff Development (PASD) Branch of DSE/EIS completed the first Enhanced Monitoring for Continuous Improvement and Results (EMCIR) report for one LSS concerning the 2003-2004 school year. Staff from MSDE and the LSS developed the initial CAP through extensive negotiation. The initial CAP was scheduled for completion by October 9, 2005. This represented a one-year timeline for implementation of the agreed upon CAP. Although the LSS completed the activities required to address the findings, sufficient progress toward the goals was not realized. Additional technical assistance, redirection and restriction of funds and other sanctions have been imposed upon the system.

DSE/EIS continues to monitor the system in the same areas and expands its activities where additional areas of noncompliance are identified. Additional monitoring reports were issued in January and June of 2005. A new CAP based on the June 2005 EMCIR report has been developed with a completion date of June 13, 2006.

In September 2005, the Maryland State Superintendent of Schools appointed an Intensive Management and Capacity Improvement (IMCI) team. The IMCI team consists of nine members in key areas of special education and financial management to oversee and provide on-site technical assistance to the LSS. Due to continued noncompliance, DSE/EIS redirected the use of the LSS carryover funding to address noncompliance identified through monitoring or written complaints. DSE/EIS requested a resubmission of the SFY 2006 Local Application of Federal Funds to include modifications necessary to implement CAP. DSE/EIS will continue to monitor provision of FAPE in the least restrictive environment (LRE), the provision of related services, grants management, discipline, student achievement, and exit data and outcomes for students with disabilities.

Annually, the Maryland State Department of Education and the Department of Health and Mental Hygiene monitor 24 LSS for compliance with the Medicaid health related services requirements. A standardized monitoring instrument is utilized that includes frequency of service on the IEP, dates of service provided, provider qualifications and description of service. At the conclusion of each monitoring visit, a written monitoring report is provided to each LSS and the report is shared with QAM staff. The report describes the team procedures, the local self-monitoring process, the sufficiency of record documentation, findings, and a CAP, if appropriate.

Baseline Data for FFY 2004 (2004-2005):
Revised 2-1-07 to meet OSEP revised reporting measurement.

Statewide Correction of PA Systemic Noncompliance: Status Report of Correction due between July 1, 2004 – June 30, 2005	
a. Number of findings of noncompliance.	**21**

b. Number of corrections completed as soon as possible but in no case later than one year from identification.	**19**
Percent corrected as soon as possible but in no case later than one year. Percent = [(b) divided by (a)] times 100.	**90%**

Discussion of Baseline Data:

Data is based on complaints filed between July 1, 2003 and June 30, 2004 (FFY03) for which the completion of corrective actions were due in FFY 2004 (July 1, 2004 - June 30, 2005). The findings of systemic noncompliance include:

- 2 agencies - implementation of behavior intervention regulations
- 1 agency – C to B transition IEP in effect
- 1 agency – FAPE during disciplinary removal
- 2 agencies -ESY proper, timely determination
- 1 agency – IEE proper procedures
- 1 agency - IEP development parent participation
- 3 agencies- IEP implementation (timely)
- 2 agencies - accommodation district wide testing
- 4 agencies - proper procedures home and hospital teaching
- 1 agency -related services speech
- 2 agencies related services transportation (MSD, nonpublic schools)
- 1 agency - implementation of settlement agreements
- 1 agency - proper written notice

During the 04-05 reporting period systemic correction of noncompliance data was reported separately for monitoring activities and complaint investigations. During that time period there were 21 findings of noncompliance that were identified through complaint investigations that were due. Of those, 19 were corrected within one year (90%).

During the same time period there were no corrective actions due as a result of monitoring activities. Note: During this period of time monitoring actives were focused on redesign and implementation of the system to identify noncompliance.

During the period July 1, 2004 – June 30, 2005, eight of 24 LSS were monitored for compliance with requirements for the placement of students with disabilities in the least restrictive environment and the provision of related services in accordance with individual student IEPs. Of these, five had findings of noncompliance. Completion of corrective actions and findings, based on verification of correction, will be reported in the APR due February 2007.

Time Period	Total # Number of LSS in MD	Total # LSS Monitored for FAPE in the LRE	# LSS Monitored Compliant	# LSS Monitored Noncompliant	# LSS Monitored with CAP for LRE and/or related services	# with completed CAPs
July 1, 2004 – June 30, 2005	24	8	3	5	6*^	1^

**One CAP of the State's monitoring was added as the result of a LSS self-assessment.*
^One CAP in the State's monitoring was added as a result of the EMCIR process. One CAP was completed for this system. Desired progress was not achieved and an additional CAP and other

sanctions are being implemented.

Date of Monitoring Report	Identified Noncompliant LRE	CAP Completion Date
06-01-05	√	06-01-06
01-18-05	√	01-18-06
03-01-05	√	03-01-06
03-11-05	√	03-11-06
04-14-05	√	04-14-06
06-30-04	√	10-09-05+

+ CAP completion date is one year from the negotiated start date. Subsequent CAPs for this system are limited to one year from the report date identifying the area of noncompliance.

Date of Monitoring Report	Identified Noncompliant Suspensions	CAP Completion Date
01-18-05	√	01-18-06
06-30-04	√	10-09-05

During the period July 1, 2004 – June 30, 2005, 14 LSS and PA were monitored by the QAM Office and/or PASD Branch in areas not included in the State's priority areas. The following chart shows areas of noncompliance outside of the monitoring priority areas. In addition, one LSS self-identified the provision of related services as noncompliant and self-initiated a CAP.

Date of Monitoring Report	Identified Noncompliant Related Services	CAP Completion Date
06-01-05	√	06-01-06
01-18-05	√	01-18-06
03-01-05	√	03-01-06
03-11-05	√	03-11-06
04-14-05	√	04-14-06
06-14-05	√	06-13-06
06-14-05	√	06-13-06

Date of Monitoring Report	**Identified Noncompliant**	**CAP Completion Date**
03-01-05	-IEP team participation -IEP content -IEP team responsibilities	03-01-06
04-13-05	- Assessment/Reevaluation	04-13-06
06-13-05	-IEP team responsibilities IEP content	06-13-06
06-14-05	Grants Management	06-13-06

MSDE has implemented the strategies identified through the CAPs that were submitted to OSEP in September 2004. MSDE continues to require LSS and PA to provide documented evidence of actions taken to address identified corrective actions. MSDE provides technical assistance and monitors and verifies correction of noncompliance through telephone contacts, site visits, review of multiple data

sources, including complaints, due process hearings and MCIR self assessment data, and verification data.

The LSS CAPs for the monitoring priority areas of LRE and suspensions are not required to be completed at the time of this report. Therefore, the State cannot provide documentation verifying that correction of noncompliance has occurred. Data and analysis to support the conclusion that the identified noncompliance by MSDE related to LRE and suspensions have been corrected will be reported in the February 2007 APR and in correspondence to OSEP as required by special conditions in the MSDE FFY 2005 Grant Award. Data and analysis of corrections associated with CAPs of other monitored indicators will also be provided, as appropriate.

MSDE will continue to ensure correction of systemic noncompliance through Division wide activities to enhance general supervisory capacity. MSDE will continue to implement processes that involve staff from all branches of the Division in order to track status of identification and correction of noncompliance, needs for and provision of technical assistance and monitoring activities to address correction of systemic noncompliance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.
2006 (2006-2007)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.
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.
2008 (2008-2009)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.
2009 (2009-2010)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.
2010 (2010-2011)	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.

2011 **(2011-2012)**	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.
2012 **(2012-2013)**	100% of corrective actions identified through monitoring, complaints, due process hearings, mediations, etc. will be corrected within one year from the date of identification.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Increase dedicated Quality Assurance and Monitoring staff by three full time positions and three part-time positions for a total of five full time and six part time staff members.	July 1, 2005- December 30, 2005	Position Approval
MSDE will continue to enhance general supervisory capacity through coordinated planning activities that involve staff from all branches of the division to enhance coordinated tracking of data, TA and monitoring to address correction of systemic noncompliance.	July 1, 2005 – June 30, 2006	DSE/EIS Staff
Focused Monitoring activities for LRE and the provision of related services will be conducted by MSDE in 10 additional local school systems during the period July 1, 2005 – June 30, 2006 (for a total of 17 of 24 local school systems). Corrective Action Plans (CAP) will be assigned to those local school systems with systemic findings of noncompliance.	July 1, 2005-June 30, 2006	DSE/EIS Monitoring Teams

Improvement Activities	Timelines	Resources
On-site verification of the results of Corrective Action Plans will be conducted by MSDE within six months of the close of the CAP as per revised monitoring procedures.	July 1, 2005-June 30, 2006	DSE/EIS Monitoring Teams
24 of 24 local school systems will have self-monitoring systems in place to ensure compliance with all requirements associated with FAPE in the LRE and the delivery of related services.	November 1, 2005 – June 30, 2006	DSE/EIS Monitoring Teams
Upon completion of the Self-assessment Desk Audit and On-Site Review, the LSS and PA will be required to submit Local Performance Plans (LPP). MCIR and Focused Monitoring procedures will define required actions, including technical assistance and/or enforcement to be applied to those LSS and PA with sustained noncompliance.	September 2005 - June 2006	DSE/EIS Monitoring Teams
The State will complete its focused monitoring for LRE and the provision of related services and select additional monitoring priority areas for focused monitoring.	January 2006 – June 2007	SESAC IDEA Partnership Team
The revised MCIR manual will be distributed to all LSS and PA.	January 2006 – March 2006	DSE/EIS Monitoring Teams

MSDE has expanded its system of general supervision to address identified noncompliance. MSDE recognizes that the target of 100% has not been met and proposes the following improvement activities to make progress on reaching the standard. The selection of each activity is based on the findings and data in this report and is designed to promote and improve the State's general supervisory system.

Improvement Activities	Timeline	Resources
When a CAP has been completed and PA submitted data to show correction has been made, the State will conduct verification activities as soon as possible but in no case later than one year from the identification of noncompliance.	September 2006 – June 2007 and ongoing	QAM CIDP Staff
Develop data collection methods that continue to ensure data are valid and reliable across the DSE/EIS.	February 2007 – June 30, 2007 and ongoing	DSE/EIS Staff
Identify TA and monitoring activities that serve as alternatives to on-site activities.	February 2007 – June 30, 2007	QAM CIDP MITP/PS PASD
Coordinate the findings from the Self-Assessment instrument with grants in the Local Application for Federal Funds (LAFF).	March 2007	PASD Staff
Based on an analysis of the data, implement TA activities that addresses targeted areas in PAs.	February 2007 – December 2007 and ongoing	QAM MITP/PS PASD
Conduct DSE/EIS general supervisory coordination meetings for the purpose of coordinating practices, data collection and improving the rate of correction of noncompliance through TA and other strategies of enforcement.	February 1, 2007 – June 30, 2007 and ongoing	QAM CIDP MITP/PS PASD
Clarify and expand enforcement activities.	May 2007 – June 2007	QAM CIDP MITP/PS PASD

Improvement Activities	Timeline	Resources
Work with PAs to ensure adequate systems are in place that are designed to self-identify, monitor, and correct noncompliance.	February 2007 – December 2007 and ongoing	QAM PASD
Update the monitoring manual, as necessary. Clarify how PAs are selected for monitoring and how determinations are made.	May 2007 – September 2007 and ongoing	QAM CIDP MITP/PS
Align indicators with the State's monitoring areas for reporting.	March 2007 – June 30, 2007	QAM CIDP MITP/PS PASD

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

Not Applicable.

Revisions, <u>with Justification</u>, to Improvement Activities / Timelines / Resources for FFY 2009:

Improvement Activities	Timeline	Resources	Justification
Based on an analysis of the data, implement TA activities to implement effective practices of general supervision to correct noncompliance in a timely manner. REVISED	July 1, 2009 and ongoing	DSE/EIS QAM, DSE/EIS ECIE DSE/EIS PASD	To improve rate of correction of identified noncompliance
Conduct DSE/EIS general supervisory coordination meetings for the purpose of coordinating practices, data collection and ensure correction of noncompliance for targeted school systems with uncorrected noncompliance. REVISED	July 1, 2009 - ongoing	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD	To improve rate of correction of identified noncompliance

Improvement Activities	Timeline	Resources	Justification
Through the Annual Leadership Conference, and TA activities facilitate sharing among PAs to ensure adequate systems are in place that are designed to self- monitor, identify and correct noncompliance and maintain compliance REVISED	July 1, 2009 and ongoing	DSE/EISQAM, DSE/EIS CIDP DSE/EIS ECIE DSE/EIS PASD	To improve rate of correction of identified noncompliance
Provide additional training for contracted monitoring staff to address indicators 11, 12, 13. NEW	July 1, 2009 and ongoing	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD JHU/CTE	Additional trained staff will support LSS to ensure timely correction
Increase frequency of collection of Statewide data to improve outcomes. NEW	January 1, 2010 and ongoing	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD JHU/CTE DSE/EIS IT/DATA	To improve rate of timely correction of identified noncompliance

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timeline	Resources	Justification
Based on an analysis of the data, implement TA activities to implement effective practices of general supervision to correct noncompliance in a timely manner REVISED	July 1, 2009 and ongoing through June 30, 2013 **REVISED**	DSE/EIS QAM, DSE/EIS ECIE DSE/EIS PASD	Revised timeline to reflect the remaining years of the SPP.
Conduct DSE/EIS general supervisory coordination meetings for the purpose of coordinating practices, data collection and ensure correction of noncompliance for targeted school systems with uncorrected noncompliance. REVISED	July 1, 2009 – ongoing through June 30, 2013 **REVISED**	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timeline	Resources	Justification
Through the Annual Leadership Conference, and TA activities facilitate sharing among PAs to ensure adequate systems are in place that are designed to self- monitor, identify and correct noncompliance and maintain compliance REVISED	July 1, 2009 and ongoing through June 30, 2013 **REVISED**	DSE/EISQAM, DSE/EIS CIDP DSE/EIS ECIE DSE/EIS PASD	Revised timeline to reflect the remaining years of the SPP.
Provide additional training for contracted monitoring staff to address indicators 11, 12, 13.	July 1, 2009 and ongoing through June 30, 2013 **REVISED**	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD JHU/CTE	Revised timeline to reflect the remaining years of the SPP.
Increase frequency of collection of Statewide data to improve outcomes.	January 1, 2010 and ongoing through June 30, 2013 **REVISED**	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD JHU/CTE DSE/EIS IT/DATA	Revised timeline to reflect the remaining years of the SPP.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

Improvement Activities	Timeline	Resources	Justification
The State's technical assistance activities to LSS/PAs will focus on general supervision procedures and practices to identify and correct noncompliance in a timely manner. **REVISED**	July 2010 through June 30, 2013	DSE/EISQAM, DSE/EIS CIDP, DSE/EIS ECIE DSE/EIS PASD DSE/EIS IT/DATA	Assist LSS/PAs staff to implement procedures to maintain a knowledgeable staff, reduce findings of noncompliance and timely correct noncompliance.
General supervisory coordination meetings will focus on progress monitoring for school systems with continuing uncorrected noncompliance. **REVISED**	July 2010 through June 30, 2013	Office of the Assistant State Superintendent and designated staff	Data collection and reporting must be focused on progress toward 100% correction of noncompliance.

Improvement Activities	Timeline	Resources	Justification
Small group, geographically based, LSS/PA staff development meetings will be held to address self-monitoring procedures to identify and correct noncompliance. **NEW**	July 2010 through June 30, 2013	Office of QAM	Increasing proficiency in the implementation of self-monitoring activities for LSS/PAs will ensure uniformity in monitoring practices.
Consultant training will be conducted annually and as needed to increase inter-rater reliability. **REVISED**	July 2010 through June 30, 2013	Office of QAM	Uniform monitoring practices ensure data collection procedures are consistent.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

MSDE has adopted written procedures for investigating IDEA complaints. The MSDE Special Education Complaint Resolution Procedures for Part B complaints have been widely disseminated may be found on the MSDE web site. Once the regulations implementing IDEA 2004 are finalized, MSDE will review and revise these procedures to ensure they are consistent with federal requirements.

Pursuant to the MSDE procedures, the complaint must be in writing, signed and meet the criteria identified in 34 CFR §300.153 in order to constitute an IDEA complaint filed with the Department for investigation. In completing IDEA complaint investigations, MSDE utilizes a collaborative approach, consulting with appropriate Department staff and the Office of the Attorney General, as necessary, to ensure consistency in the interpretation of federal and State regulation and policies.

The MSDE has procedures to ensure that alleged violations of IDEA and State special education law are investigated in a thorough manner to identify noncompliance. Complaints are generally resolved within 60 days of the date that the written complaint is received unless exceptional circumstances exist with respect to a particular complaint. The need for an extension of the timeline is documented in the complaint file and a written explanation is provided in the Letter of Findings.

The MSDE procedures address the correction of noncompliance identified through complaint investigations. Pursuant to those procedures, all noncompliance identified through the investigation must be remediated and corrected. The Letter of Findings explicitly states the timeframe in which the corrective actions must be taken to redress the violations for the individual student(s) as well as any school-based and/or systemic corrective action. The timeline for remediating the denial of appropriate services to the individual student is generally 30-60 days, depending on the circumstances and nature of the violation determined.

The Letter of Findings states that technical assistance is available to the parties regarding implementation of the required actions and identifies the name of the MSDE staff person responsible for following up to ensure that required actions are satisfactorily completed in a timely manner. The Letter of Findings states that the public agency is required to provide documentation to MSDE to demonstrate satisfactory completion of the corrective actions. MSDE has designated one full-time staff person who is responsible for ensuring completion of the required actions. This individual conducts on-site visits with public agencies and provides technical assistance to public agency staff and complainants to ensure timely and effective implementation of complaint decisions. As part of this process, the individual reviews data concerning

violations identified through complaint investigations and due process hearings with public agency staff, to determine if there is pattern that suggests systemic noncompliance.

Systemic findings of noncompliance determined through complaint investigations are shared and reviewed through the State's monitoring process. Data and analysis concerning follow up to complaint findings of noncompliance is provided in Indicator #15 of this report.

Baseline Data for FFY 2004 (2004-2005):

See Attachment 1. During this reporting period, MSDE received 162 written complaints. Nineteen (19) of these were withdrawn or dismissed. As of the closing date (August 29, 2005), two (2) investigations were pending. Of the 141 Letters of Findings for complaints received between July 1, 2004 and June 30, 2005, 138 were issued within required timelines (98%).

Discussion of Baseline Data:

Between July 1, 2004 and November 15, 2004, MSDE had five (5) full-time complaint investigators. From November 15, 2004 through the end of the reporting period for complaint investigations (August 29, 2005), MSDE had four (4) full-time complaint investigators. The fifth complaint investigator position has been abolished due to State budgetary constraints. Because the complaint investigation staff is highly skilled with extensive experience and a deep commitment to ensuring timelines are met, MSDE was able to achieve a marked improvement in completing IDEA complaint investigations within required timelines. Unfortunately, one of our most experienced investigators resigned effective September 26, 2005, bringing the number of full-time complaint investigators to three (3). MSDE staff has taken immediate steps under the State's hiring procedures to fill the vacant position.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all complaint investigations are completed within the required timelines.
2006 (2006-2007)	100% of all complaint investigations are completed within the required timelines.
2007 (2007-2008)	100% of all complaint investigations are completed within the required timelines.
2008 (2008-2009)	100% of all complaint investigations are completed within the required timelines.
2009 (2009-2010)	100% of all complaint investigations are completed within the required timelines.
2010 (2010-2011)	100% of all complaint investigations are completed within the required timelines.

2011 (2011-2012)	100% of all complaint investigations are completed within the required timelines.
2012 (2012-2013)	100% of all complaint investigations are completed within the required timelines.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Review and revise, as appropriate complaint resolution procedures to ensure consistency with IDEA 2004 and its implementing regulations.	July 1, 2005 - June 30, 2006	DSE/EIS staff OSEP Contact MSRRC Contact AG Office
Recruit and retain qualified personnel needed to ensure complaint investigations are conducted within proper timelines.	July 1, 2005 – June 30, 2006	DSE/EIS staff HR Staff
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	DSE/EIS Staff MSRRC Contact AG Office
Project utilizing facilitators to assist parents and school systems at IEP meetings.	September 2005 and ongoing	DSE/EIS Staff LSS staff Consultants

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

MSDE is extending the following Improvement Activity timeline to "ongoing", as this activity is directly linked to our success in meeting timelines:

> Recruit and retain qualified personnel needed to ensure complaint investigations are conducted within proper timelines.

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:

Improvement Activities	Timelines	Resources	Justification
Review and revise, as appropriate complaint resolution procedures to ensure consistency with IDEA 2004 and its implementing regulations. COMPLETED	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 REVISED	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 REVISED	DSE/EIS Staff MSRRC Contact AG Office	Activities need to continue on an ongoing basis

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timelines	Resources	Justification
Recruit and retain qualified personnel needed to ensure complaint investigations are conducted within proper timelines.	*O*ngoing through June 30, 2013 **REVISED**	DSE/EIS staff HR Staff	Revised timeline to reflect the remaining years of the SPP.
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.	*O*ngoing through June 30, 2013 **REVISED**	DSE/EIS Staff MSRRC Contact AG Office	Revised timeline to reflect the remaining years of the SPP.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

The Maryland State Office of Administrative Hearings (OAH) is responsible under State Law to conduct all special education due process hearings. OAH works closely with MSDE in developing policies and procedures in administration of the hearing procedures and in determining agenda for the training of the administrative law judges (ALJ) in various special education topics. MSDE collects, maintains, and reports all data required under the IDEA and other relevant data determined necessary to meet the State's general supervisory responsibility.

Baseline Data for FFY 2004 (2004-2005):

See Attachment 1. During the FFY 2004 reporting period (July 1, 2004 – June 30, 2005) of the 79 hearing requests that were fully adjudicated, 9 decisions were not issued within the required timelines. The measurement was 70 / 79 = 88.61%.

Discussion of Baseline Data:

It is noted that in FFY 03 the closing date for the data collection was August 14, 2004 which was 45 days after the close of the fiscal year and when we designated the end of the reporting period. For the SPP in Attachment 1, we are required to end the reporting period on June 30, 2005 and therefore we lose approximately 45 days of data from the report.

MSDE is able to report that during the 1st quarter of FFY 05 (July 1, 2005 – September 30, 2005), there were 81 requests for due process hearing. As of November 29, 2005, MSDE is in receipt of 9 due process hearing requests that resulted in fully adjudicated decisions being issued. Of the 9 due process hearing requests, 8 were issued within timelines or within timelines extended.

MSDE continues to closely monitor the timeliness of hearing decisions. Activities include analyzing and disseminating monthly timeline reports, and conducting meetings with the OAH staff on a quarterly basis, or more frequently if the need arises. Additionally, due to changes within IDEA 2004 due process complaint forms required revisions and in order to continue to strive toward 100% of hearings rendered within timelines, some revisions will still need to be made.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all due process hearings are completed within the required timelines.
2006 (2006-2007)	100% of all due process hearings are completed within the required timelines.
2007 (2007-2008)	100% of all due process hearings are completed within the required timelines.
2008 (2008-2009)	100% of all due process hearings are completed within the required timelines.
2009 (2009-2010)	100% of all due process hearings are completed within the required timelines.
2010 (2010-2011)	100% of all due process hearings are completed within the required timelines.
2011 (2011-2012)	100% of all due process hearings are completed within the required timelines.
2012 (2012-2013)	100% of all due process hearings are completed within the required timelines.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Meet regularly with OAH	Ongoing	DSE/EIS Staff AG Office Staff
Provide OAH with monthly timeliness reports for all hearing decisions rendered	Ongoing	DSE/EIS staff

Improvement Activities	Timelines	Resources
Evaluate each ALJ on the timeliness of their decisions.	Ongoing	OAH staff
Provide professional development to ALJs and OAH staff on legal updates and revisions to federal and state policies and procedures, as appropriate.	Annually	ALJs, OAH staff DSE/EIS staff AG Office staff Consultant
Receive copies of all requests for due process hearing and review requests to determine if an expedited hearing is warranted. If upon receipt of a request that may need an expedited hearing, MSDE contacts OAH so appropriate action can be taken without delay.	May 2006 and ongoing	DSE/EIS staff

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

Not Applicable.

Revisions, <u>with Justification</u>, 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:

Improvement Activities	Timelines	Resources	Justification
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. REVISED	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.

Improvement Activities	Timelines	Resources	Justification
Evaluate each ALJ (Administrative Law Judge) performance on the timeliness of their decisions. DELETED	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)

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timelines	Resources	Justification
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.	Ongoing through June 30, 2013 **REVISED**	MSDE staff, staff from State Assistant Attorney General's office and staff from the Office of Administrative Hearings	Revised timeline to reflect the remaining years of the SPP.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

In preparation for the implementation of the new procedure for impartial due process hearings required under Section 615 regarding Resolution Sessions, MSDE provided training in June 2005 to public agencies, advocacy organizations, attorneys who represent parents, and administrators of nonpublic schools that serve students with disabilities. MSDE has also revised the Procedural Safeguards/Parental Rights document and the State's Guidelines for Special Education Mediations and Due Process Hearings. Both of these documents are available on the MSDE website. MSDE is accomplishing the collection of Resolution Session data by requiring public agencies to complete a form, entitled "Notice of Outcome of Resolution Session", and is currently monitoring this new process to ensure smooth implementation, and analyzing the data to ensure compliance with 20 U.S.C. §1415.

MSDE has also revised its database to include capturing the relevant information on Resolution Sessions, taking into consideration the information included in Table 7, provided for this reporting period. MSDE is prepared to provide the data as indicated Table 7, and the data will be included in the next reporting period.

Baseline Data for FFY 2005 (2005-2006):

64% of resolution meetings held resulted in agreements during the 2005-2006 school year. Please refer to attached Table 7.

Discussion of Baseline Data:

DSE/EIS will continue to promote early resolution processes, such as resolution meetings, mediations, or other means to help parents and Public Agencies "get on the road to agreement" and resolve all complaints at the LEA level so as not to require SEA involvement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	*Baseline data was collected during FFY 2005.*
2006 (2006-2007)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2007 (2007-2008)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2008 (2008-2009)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2009 (2009-2010)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2010 (2010-2011)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2011 (2011-2012)	64 – 75% of all resolution meetings conducted will result in a settlement agreement
2012 (2012-2013)	64 – 75% of all resolution meetings conducted will result in a settlement agreement

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Review and analyze resolution meeting data to ensure public agencies are implementing the requirement in accordance with 300.510.	Ongoing	DSE/EIS Staff
Provide professional development to public agency, and upon request, parent advocates about the use of resolution meetings and other less formal means of dispute resolution.	Ongoing	DSE/EIS Staff Consultants

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:
Not Applicable.

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timelines	Resources	Justification
Review and analyze resolution meeting data to ensure public agencies are implementing the requirement in accordance with 300.510.	Ongoing through June 30, 2013 **REVISED**	DSE/EIS Staff	Revised timeline to reflect the remaining years of the SPP.
Provide professional development to public agency, and upon request, parent advocates about the use of resolution meetings and other less formal means of dispute resolution.	Ongoing through June 30, 2013 **REVISED**	DSE/EIS Staff Consultants	Revised timeline to reflect the remaining years of the SPP.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

Under State law, OAH is designated to conduct all mediations filed under the IDEA and State special education requirements. All mediation sessions must be held in a manner that does not deny or delay a parent's right to a due process hearing. Although MSDE and OAH continue to strive to reach a mediation agreement for each mediation session conducted, the primary goal continues to be that mediation sessions are conducted in a timely manner so as to ensure no delay or denial of a due process hearing occurs, and that parents are aware of the opportunity to resolve disagreements through mediation and may seek mediation at any time. We continue to work toward increasing resolutions through mediation and dispute resolution sessions which should decrease those disputes that must be resolved at due process hearings. MSDE will continue to work closely with public agencies and parent groups to encourage the use of mediation and the advantage of resolving disputes as early as possible.

Baseline Data for FFY 2004 (2004-2005):

See Attachment 1
Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.
(120 + 118) divided by 299 x 100 = 80%

Discussion of Baseline Data:

The closing date for data collection was changed from 8/14/2005 to 6/30/2005. Therefore, any mediation that was conducted and settled between 6/30/2005 and 8/14/2005 is not captured in this report. Our data is collected and maintained through the data system that was developed during the 2003–2004 school year (FFY 2003). Based on national data on mediation provided by CADRE (MD APR 2002-2003) Maryland had the 5th highest number of mediations held; and the 4th highest number of mediated agreements in the nation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Maintain 75% - 85% rate of mediations that result in mediation agreements.

2006 (2006-2007)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2007 (2007-2008)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2008 (2008-2009)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2009 (2009-2010)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2010 (2010-2011)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2011 (2011-2012)	Maintain 75% - 85% rate of mediations that result in mediation agreements.
2012 (2012-2013)	Maintain 75% - 85% rate of mediations that result in mediation agreements.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Meetings with Office of Administrative Hearings (OAH) staff	Quarterly	DSE/EIS staff
Encourage public agency's attendance at conferences which encourage and discuss the use of mediation and other less formal means of dispute resolution.	Prior to conferences such as CADRE's Bi-annual conference.	DSE/EIS staff
Review and analyze mediation data to ensure public agencies are offering mediation to resolve disputes.	Quarterly	DSE/EIS staff
Train mediators through attendance at conferences and workshops.	Bi-Annually in accordance with Court Rules	DSE/EIS staff Consultants

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

Not Applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 *[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
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. NEW ACTIVITY	Ongoing	Division of Special Education /Early Intervention Services staff, Office of Administrative Hearings staff	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.

Improvement Activities/Timelines/Resources through 2012:

Improvement Activities	Timelines	Resources	Justification
Meetings with Office of Administrative Hearings (OAH) staff	Quarterly through June 30, 2013 **REVISED**	DSE/EIS staff	Revised timeline to reflect the remaining years of the SPP.
Encourage public agency's attendance at conferences which encourage and discuss the use of mediation and other less formal means of dispute resolution.	Prior to conferences such as CADRE's Bi-annual conference through June 30, 2013. **REVISED**	DSE/EIS staff	Revised timeline to reflect the remaining years of the SPP.
Review and analyze mediation data to ensure public agencies are offering mediation to resolve disputes.	Quarterly through June 30, 2013 **REVISED**	DSE/EIS staff	Revised timeline to reflect the remaining years of the SPP.

Improvement Activities	Timelines	Resources	Justification
Train mediators through attendance at conferences and workshops.	Bi-Annually in accordance with Court Rules through June 30, 2013 **REVISED**	DSE/EIS staff Consultants	Revised timeline to reflect the remaining years of the SPP.
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.	Ongoing through June 30, 2013 **REVISED**	Division of Special Education /Early Intervention Services staff, Office of Administrative Hearings staff	Revised timeline to reflect the remaining years of the SPP.

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

Overview of the State Performance Plan Development:

See the narrative prior to Indicator #1.

(The following items are to be completed for each monitoring priority/indicator.)

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).

Overview of Issue/Description of System or Process:

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. The DSE/EIS collaborates with staff members from the Division of Accountability and Assessment (DAA), the Division of Instruction (DI), and the Division of Student, Family, and School Services (DSFSSS) 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.

These collaborations include the following:

- MSDE continues to develop the Part B Report Writer System. The Report Writer will permit end users to compare and contrast data from other offices within MSDE using a unique student identifier. The system is designed to support public agencies in performing online data analysis.

- Public agencies complete cross reference documentation between special education data collection and other required state data submissions, including attendance, enrollment, suspension & discipline, and post-graduation data. Refer to Indicator 4.

- Maryland measures academic progress from state assessments. Public agencies have the capacity to disaggregate MSA, HSA and Alt-MSA data for students with disabilities at the level of student data. The capability of online data analysis allows a user to view special education data side by side with general education data on the public MSDE State Report Card on the MSDE website. Each agency's data are linked at the State, school system, and school level. The Mdk12 website is available to assist schools and other interested parties to analyze state assessment data and guide them in making data-based instructional decisions that support improved performance for all students. Refer to Indicator 3.

Data on students with disabilities are 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 three relational links are being developed for:

- Maryland School Assessment (MSA) data relative to content areas, grade, and type of assessment in relationship to least restrictive environment (LRE) data on students with disabilities. At present MSDE is testing the ability to match the DSE/EIS Special Services Information System (SSIS) data collection on students with disabilities which generates LRE data with the MSA data collection system. The links are presently based on several logarithms and direct matches and student identifiers. Please refer to Indicators 3 and 5 for more information.

- Comparison of Section 618 data on students with disabilities exiting special education to general education data collections as compared to the number of students with disabilities exiting as high school graduates and dropouts. At present these relational links are being instituted in many local school systems (LSS). However, MSDE is not presently able to complete this transaction electronically, but manual comparisons are occurring. This process will be used as check the validity of data reported in Indicator 2.

- 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. MSDE has added the necessary fields to the SSIS which will be used to track the transition of children served under Part C into services for children under Part B at age 3. Please refer to Indicator 12 for further information.

- Report of student participation and performance in Statewide assessments under NCLB. Please refer to Indicator 3.

Most LSS and PA special education data collection elements are collected as a part of the daily information management for all students. However, Department of Juvenile Services (DJS), Adult Correction Education (ACE), and Maryland State Department of Education Juvenile Correctional Education Program (MSDE/JCEP) provide reports on data entry forms and have no electronic web-based management of special education records.

The SSIS 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 public agencies, including LSS, 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 on a local level. Most PA special education data collection elements are collected as a part of the daily information management for all students.

The SSIS presently functions as the centralized data submission system for Section 618 data. LSS and PA 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 are collected annually in Excel spreadsheets.

The accuracy of the data is dependent upon the accuracy of the school level data. Questions and discrepancies in the data are always verified by MSDE staff with the LSS/PA. The LSS/PA SSIS Database 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.

Data on students with disabilities are submitted electronically from public agencies. Each LSS and PA 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 is 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 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 directors of special education are responsible for supervising the accurate and timely entry of data. The data manager within each LSS and PA 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 SSIS 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 in a timely manner.

- 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 SSIS Manual Appendix provides detailed information for public agencies to build mechanisms within their systems for data accuracy.

- MSDE runs edit reports of the files for the public agencies to correct and resubmit their files to MSDE.
  - Upon receipt of the SSIS data, each SSIS 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 PA.
  - Each PA data manager receives a copy of the report for review and verification.

In the event that discrepancies are found, the PA makes corrections and resubmits the entire file. MSDE will produce an updated summary report and return this to the PA for review and signature. During the annual child count collection, MSDE produces two additional reports for the Superintendent's signature. One report lists the number of students whose Individual Education Programs (IEPs) were 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.

To ensure validity, the MSDE SSIS 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 are ensured throughout the data collection process by a number of practices and safeguards.

- MSDE produces the Census Publication and Related Tables from the data system which contains multiple tables and is posted on the MSDE web site. Additional internal reports produced are the 5% Analysis Report which highlights any LSS or PA with 5% or more population increases.

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

- MSDE conducted a routine audit that compared Special Services Information System (SSIS) to Exit Data from each LSS/PA. The students were matched by using the student's social security number (SSN) as the link between two data collections. The MSDE required LSS/PA explain/revise data following an analysis of the students who were described as exited in the SSIS Exit Count, yet also reported as receiving services in the next SSIS Child Count Data. LSS/PA are required to provide to MSDE a summary analysis of findings for each category. All student records referenced in the detailed report provided to the LSS/PA may be included in a random audit of these records.

- MSDE periodically 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. PA data systems are student level systems and sampling may be required for audits and record reviews.

- MSDE Division of Budget and Management routinely audits LSS 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 are reported in claiming State funds.

Revised Baseline Data Table for FFY 2004 (2004-2005):

Name of Report	Date Due	Date Submitted	Follow-up Questions from WESTAT or OSEP	Response to Follow-up	Flags
Table 5 Discipline	11/1/04	10/31/04	Data Error	Resubmitted 11/8/04	No
Table 4 Exit	11/1/04	10/31/04			
Table 2 Personnel	11/1/04	10/31/04			Yes***
Table 1 Child Count	2/1/05	2/1/05			Yes*
Table 3 LRE	2/1/05	1/31/05	LRE Data Error	Resubmitted 2/11/05	Yes**
FFY 03 (7/1/03-6/30/04 APR	3/31/05	3/31/05	Requested additional information 9/22/05	Required response on 12/2/05	

Data Error = Error in the spreadsheet sent to WESTAT. Data won't be loaded into their database.
Flag = Year to year significant change. Data is loaded into database. If necessary, WESTAT asks the state to revise the data or send "Data Notes" explaining the change.
***** OSEP notified 4/14/05 FFY 04 child count and exit data being revised as a result of MSDE review of LSS/PA student records.
** Data corrected, no additional response

Revised Indicator 20 Baseline Data (as per March 20, 2006) OSEP letter.

On March 20, 2006, OSEP notified MSDE of its review of the Part B SPP. Attached to that letter was Table A that identified issues to be addressed by MSDE by providing additional information as part of the State's APR. Specific to Indicator 20, OSEP stated, "The State should reconsider the baseline data provided for Indicator 20 of the SPP and provide accurate information, including improvement activities in the APR, due February 1, 2007. Failure to accurately report information in this indicator may affect OSEP's determination of the State's status under section 616(d) of IDEA."

The baseline for FY 2004 (2004-2005) was revised to reflect:

- 100% of the 618 data and annual performance reports were submitted on or before due dates; and

- 19 out of 20 Indicators reported accurate data.

MSDE developed the following measurement to address OSEP's concerns:

(a + b) ÷ (c + d) x 100 = Percent

The elements are defined as follows:

a = Number of 618 data submissions on or before due date.

b = Number of SPP/APR Indicators with accurate data

c = Total number of required 618 data and SPP/APR data submissions

d = Total number of SPP/APR Indicators

In the reconsideration of the FFY 2004 (2004-2005) SPP baseline data, considering the incomplete/inaccurate data submitted for Indicator 12 MSDE has determined the for the FFY 2004 (2004-2005) SPR the results indicate the following:

a = Number of 618 and SPP/APR data submissions on or before due date = (6)

b = Number of SPP/APR Indicators with accurate data = (19)

c = Total number of required 618 and SPP/APR data submissions = (6)

d = Total number of SPP/APR Indicators = (20)

(a + b) ÷ (c + d) x 100 = Percent

$$(6 + 19) \div (6 + 20) \times 100 = (25) \div (26) \times 100 = 96.4\%$$

Discussion of Baseline Data:

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 LSS and PA reported all required special education data for FFY 2004 (July 1, 2004 – June 30, 2005). The submission dates were within the OSEP timeline requirements. MSDE will continue to provide technical assistance to LSS/PA to facilitate timely accurate data submission. The validity and reliability of student level data are high. MSDE uses validation rules to ensure that SSIS 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).

MSDE has developed an internet based dynamic data reporting system through a General Supervision Enhancement Grant (GSEG). This system permits management reports, monitoring data, and general analysis of data from many different sources. The dynamic data reporting system was developed in the 2003. However, the development of predefined reports and an end-user maintenance function to permit data imports by dialogue boxes has been delayed due to vendor

delays. MSDE still requires manual programming by the vendor to import data sets and to normalize data.

In the 2004-2005 school year, the pilot of a web-based standardized Individualized Education Program (IEP) was initiated and data collection submissions were tested during the October 28, 2005 child count data submission. The validation comparisons of the LSS web-based standardized IEP system parallel running of the SSIS will be completed during the 2005-2006 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2006 (2006-2007)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2007 (2007-2008)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2008 (2008-2009)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2009 (2009-2010)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2010 (2010-2011)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2011 (2011-2012)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.
2012 (2012-2013)	100% of State reported 618 data and annual performance reports, are accurate and submitted on or before due dates.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Conduct professional development activities with LSS and PA data managers and LSS and PA directors of special education	Annually	DSE/EIS staff Consultants DAA staff LSS/PA data managers

Improvement Activities	Timelines	Resources
Integrate the SSIS Data Warehouse into MSDE existing it infrastructure.	Revised Timeline June 2006 - June 2008	JHU-CTE DSE/EIS staff Consultants DAA staff MSDE web-based servers MSDE IT staff
Conduct MSDE internal parallel test of Enhanced SSIS System using LSS Child Count data	December 2005	JHU-CTE DSE/EIS staff Consultants DAA staff LSS/PA data mangers SSIS Advisory Committee MSDE web-based servers MSDE IT staff
Conduct pilot testing of Enhanced SSIS System using LSS data	January - February 2006	JHU-CTE DSE/EIS staff Consultants DAA staff LSS/PA data mangers SSIS Advisory Committee MSDE web-based servers MSDE IT staff
Conduct professional development for LSS/PA staff on Enhanced SSIS System and predefined reports created with the SSIS warehouse System	March – April 2006	JHU-CTE DSE/EIS staff Consultants DAA staff LSS/PA data mangers SSIS Advisory Committee MSDE web-based servers MSDE IT staff
Develop MSDE production usage of enhanced SSIS System for administrative section of online SSIS system	October 2006	JHU-CTE DSE/EIS staff Consultants DAA staff LSS/PA data mangers SSIS Advisory Committee MSDE web-based servers MSDE IT staff

Improvement Activities	Timelines	Resources
Validate LSS/PA data submissions	Ongoing	DSE/EIS staff Consultants DAA staff LSS/PA data mangers MSDE web-based servers MSDE IT staff
Participate in QAM monitoring of LSS/PA data collection and reporting, as appropriate	Annually	DSE/EIS staff LSS/PA data mangers
Technical assistance to LSS/PA on data submissions prior to submissions to OSEP/WESTAT	Ongoing	DSE/EIS staff Consultants DAA staff LSS/PA data mangers MSDE web-based servers MSDE IT staff
New Activity 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 - June 30, 2008	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
New Activity 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 - June 2008	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education MITPPS Preschool Staff DSE/EIS staff
Review LSS/PA policies, procedures, practices to ensure valid, reliable, accurate, and timely data reporting.	February 2007 and ongoing	DSE/EIS staff LSS/PA staff

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

- Since February 2007 and as an ongoing new activity the Quality Assurance Monitoring Branch has reviewed local school system and public agency policies, procedures, and practices to ensure valid,

reliable, accurate, and timely data reporting. In February 2007, Division data management and program staff worked closely with local school system staff to ensure the integrity of the data reported for FFY 2005. A review of local policies, procedures, and practices relative to valid, reliable, and accurate data collection along with support and technical assistance to local school systems and public agency staff will enable local school systems and public agencies to maintain and report accurate timely data.

- By June 30, 2008, and as an ongoing activity MSDE will be using the Unique Student ID to more accurately match data across data sets creating a linkage of data from the Maryland Infants and Toddlers Program data collection on children, birth to three years old, to Special Services Information System for students with disabilities, ages three through 21 years old
- Instructions for completing the 2006-2007 Excel forms for indicators 11, and 12 and results of 2005-2006 data collection were provided to Data Managers meetings in January 2007. 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) and Indicator 11 the percent of children with parental consent to evaluate, who were evaluated within 60 days will also continue to use Excel forms to collect data. In FFY 2007 (2007-2008) data for Indicator 12 may be able to be collected through the online Statewide IEP this will be evaluated.
- The MSDE Division of Accountability and Assessment staff met with MSDE information technology staff and Center for Technology in Education staff in June 2006. At that meeting it was determined that the Special Services Information System Data Warehouse cannot be integrated into the MSDE existing infrastructure at this time. However, MSDE will continue researching additional hardware/software needed to integrate the system into MSDE existing infrastructure as an ongoing activity.
- The Division will distribute to staff responsible for each Indicator the OSEP Indicator 20 Scoring Rubric. Staff will be required to sign off that data collected for an indicator from a Local School System/Public Agency are timely and accurate. This new activity will be ongoing.

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 REVISED	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 REVISED	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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

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 REVISED	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DES/EIS ECIE Staff DSE/EIS Program Staff JHU/CTE 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 REVISED	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DSE/EIS ECIE Staff DSE/EIS Program Staff	The continued use of Excel Spreadsheets, in conjunction with data submissions, assists in the verification of data accuracy.

Improvement Activities/Timelines/Resources through 2012:

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 June 30, 2013 **REVISED**	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	.
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 June 30, 2013 **REVISED**	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education MITPPS Preschool Staff DSE/EIS staff	

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 June 30, 2013 **REVISED**	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DES/EIS ECIE Staff DSE/EIS Program Staff JHU/CTE DataLab USA	
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 2012 **REVISED**	July 2006 through June 30, 2013 **REVISED**	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DSE/EIS ECIE Staff DSE/EIS Program Staff	The continued use of Excel Spreadsheets, in conjunction with data submissions, assists in the verification of data accuracy.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:
[If applicable]

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 **REVISED**	June 2007 through February 2012	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DES/EIS ECIE DSE/EIS Program Staff JHU/CTE DataLab USA	As of 7/1/2009 all students are required to have a unique ID. Unique ID numbers are crucial to the ability to link data sets. The DSE/EIS is working with the Division of Accountability, Assessments, and Data Systems (DAADS) to assure all children birth through 21 have a Unique ID number.
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 2012 (2012-2013). **REVISED**	July 2006 through February 2012	Data Collection staff/Data Managers SSIS Data Managers Directors of Special Education DSE/EIS ECIE DSE/EIS Program Staff	As of 11/1/2010 MSDE began collecting data on Indicators 11 and 12 in SSIS. It is anticipated that the need for Excel spreadsheets will continue for another year. The continued use of Excel Spreadsheets, in conjunction with data submissions, assists in the verification of data accuracy.

Improvement Activities	Timelines	Resources	Justification
DSE/EIS implemented quarterly data collection on 7/1/2009. This allows staff to review specific Indicator data on a more frequent basis. **COMPLETED**			