



## MSDE Public Website of State Performance Plan Results

### State Results Special Education

Maryland: 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.

### Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	90%	-	-	-	-	-	-
State Target:	-	100%	100%	100%	100%	100%	100%
State Results:	-	31%	84.05%	96.46%	-	-	-
State Total # of Findings Corrected Within One Year:	-	-	195	300	-	-	-
State Indicator Measurement # of Findings of Noncompliance:	-	-	232	311	-	-	-

### Narrative Description of Indicator

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

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