MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. David Cox
Superintendent
Allegany County Public Schools
P. O. Box 1724
Cumberland, MD 21502

Dear Dr. ~~Cox~~ David:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Allegany County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Allegany County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Allegany County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Sheree Witt
Natalie Tenaglio
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| )14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>licators/<br>l, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>*er children in*<br>*excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| ubstantial<br>npliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>:ators/<br>ła, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>uding fiscal<br>ıin one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ıts<br>ılts Indicator<br>ıpliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>ıpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single uspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State ndicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
tantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Allegany County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 95.24% | Met | Data meet the State's target. No required action. | 93.20% | 99.00% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 66.7% | Not Met | Target not met. Improvement Plan required. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 57.14% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 50.00% | N/A |
| | | 2. Exits within age expectations | 65.12% | 58.11% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.26% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 62.71% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 54.55% | N/A |
| | | 2. Exits within age expectations | 61.42% | 55.41% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.70% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 61.54% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.38% | N/A |
| | | 2. Exits within age expectations | 56.92% | 52.70% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 62.96% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 98.6% | Met | Data meet the State's target. No required action. | 93.90% | 95.50% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 97.1% | Met | Data meet the State's target. No required action. | 94.00% | 97.00% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 97.1% | Met | Data meet the State's target. No required action. | 95.00% | 95.20% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.89% | Met | Data meet the State's target. No required action. | 3.75% | 4.59% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. George Arlotto
Superintendent
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Dear Dr. Arlotto:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Anne Arundel County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Anne Arundel County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Anne Arundel County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Bobbi Pedrick
Edward Feinberg
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| 14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>licators/<br>l, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>er children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| ubstantial<br>npliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ıll<br>ı at least<br>:ators/<br>a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| viously<br>ıding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>nanner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| 3<br>014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| **nts**<br>ults Indicator<br>npliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ults Indicator<br>mpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ults<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***

ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| 3<br>014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single uspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State ndicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| 014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| d State target<br>or School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ubstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***ervention***

continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
tantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

**Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Anne Arundel County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 94.92 | Met | Data meet the State's target. No required action. | 95.70% | 95.10% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 79.73% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 85.80% | N/A |
| | | 2. Exits within age expectations | 65.12% | 61.40% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 64.03% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 88.01% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 90.57% | N/A |
| | | 2. Exits within age expectations | 61.42% | 64.53% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.44% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 88.31% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 92.34% | N/A |
| | | 2. Exits within age expectations | 56.92% | 56.33% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.77% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 95.3% | Met | Data meet the State's target. No required action. | 96.3% | 92.90% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 95.0% | Met | Data meet the State's target. No required action. | 95.5% | 93.30% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.4% | Met | Data meet the State's target. No required action. | 95.7% | 92.30% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.38% | Not Met | Data do not meet the State target. Continue Improvement Activities | 1.46% | 1.37% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | Children birth to three served as a percentage of the population birth to 3 | 3.05% | 4.21% | Met | Data meet the State's target. No required action. | 3.86% | 4.17% |
| 1 | Timely Delivery of IFSP Services | 100% | 99.15% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.50% | 100% |
| 7 | Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral | 100% | 99.27% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.43% | 99.60% |
| 8A | Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 97.87% | Not Met | Correction of noncompliance must occur. | 100% | 99.5% |
| | Correction of Noncompliance | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

**Jack R. Smith, Ph.D.**
**Interim State Superintendent of Schools**

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Gregory William Branch
Health Officer and Director
Dept. of Health and Human Services
Baltimore County
6401 York Road, 3rd Floor
Baltimore, MD 21212

Dear Dr. Branch:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Baltimore County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Baltimore County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three

years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Baltimore County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Rebecca Rider
Paula Boykin
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Baltimore County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 99.45% | Met | Data meet the State's target. No required action. | 99.20% | 99.00% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 97.9% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 58.05% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.19% | N/A |
| | | 2. Exits within age expectations | 65.12% | 59.57% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.59% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 66.28% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.09% | N/A |
| | | 2. Exits within age expectations | 61.42% | 58.30% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.03% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 63.96% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.38% | N/A |
| | | 2. Exits within age expectations | 56.92% | 56.40% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 57.49% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 96.4% | Met | Data meet the State's target. No required action. | 92.7% | 96.0% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.0% | Met | Data meet the State's target. No required action. | 92.5% | 95.10% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 96.3% | Met | Data meet the State's target. No required action. | 92.7% | 96.30% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.51% | Met | Data meet the State's target. No required action. | 1.69% | 1.43% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.67% | Met | Data meet the State's target. No required action. | 3.61% | 3.49% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 97.33% | Not Met | Correction of noncompliance must occur. | 96.34% | 97.00% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 98.08% | Not Met | Correction of noncompliance must occur. | 100% | 96.70% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Not Met | Correction of noncompliance must occur. | 99.79% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 98.94% | Not Met | Correction of noncompliance found to occur for July 2015. | 97.98% | 97.70% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Daniel D. Curry
Superintendent
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Dear Dr. Curry:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Calvert County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Calvert County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Calvert County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Christina Harris
Sheila Myers
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Calvert County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 98.53% | Met | Data meet the State's target. No required action. | 95.50% | 98.20% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 89.3% | Not Met | Target not met. Improvement Plan required. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 63.27% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 66.67% | N/A |
| | | 2. Exits within age expectations | 65.12% | 73.39% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 75.76% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 67.24% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 69.64% | N/A |
| | | 2. Exits within age expectations | 61.42% | 67.89% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.00% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 69.77% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 80.00% | N/A |
| | | 2. Exits within age expectations | 56.92% | 57.80% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 62.63% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 95.2% | Met | Data meet the State's target. No required action. | 89.70% | 87.80% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 95.1% | Met | Data meet the State's target. No required action. | 88.90% | 90.10% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 97.2% | Met | Data meet the State's target. No required action. | 86.50% | 88.50% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.65% | Met | Data meet the State's target. No required action. | 2.50% | 1.82% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 4.66% | Met | Data meet the State's target. No required action. | 4.47% | 3.92% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 99.50% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 97.78% | Not Met | Correction of noncompliance found to occur for July 2015. | 98.00% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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March 9, 2016

Mr. John D. Ewald
Superintendent
Caroline County Public Schools
204 Franklin Street
Denton, MD 21629

Dear Mr. Ewald:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Caroline County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Caroline County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Caroline County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
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MEF/BMM/cc
Attachments

c: Jack R. Smith
Elizabeth Anthony
Robin Fox
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting<br>3. A Positive Social – Emotional Skills<br>3. B Acquisition and Use of Knowledge and Skills<br>3. C Use of Appropriate Behaviors<br>4. A Family Survey – Know their rights<br>4. B Family Survey – Effectively communicate their children's needs<br>4. C Family Survey – Help their children | 1. Timely Services<br>7. 45 Day Timeline<br>8. A Transition – Transition Outcomes<br>8. B Transition – Notification to LSS<br>8. C Transition – Timely Planning Meeting |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Caroline County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 93.75% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 40.00% | N/A |
| | | 2. Exits within age expectations | 65.12% | 90.32% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 73.91% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 86.96% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 69.23% | N/A |
| | | 2. Exits within age expectations | 61.42% | 80.65% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 78.26% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 90.32% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 80.00% | N/A |
| | | 2. Exits within age expectations | 56.92% | 64.52% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 43.48% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 88.0% | Met | Data meet the State's target. No required action. | 89.7% | 100% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 88.5% | Met | Data meet the State's target. No required action. | 92.60% | 100% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 88.0% | Not Met | Data do not meet the State target. Improvement Plan Required . | 91.70% | 100% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 3.16% | Met | Data meet the State's target. No required action. | 1.79% | 1.18% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.26% | Met | Data meet the State's target. No required action. | 2.10% | 2.67% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Mr. Stephen H. Guthrie
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Mr. Guthrie:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Carroll County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Carroll County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Carroll County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Russell Gray
Inez Marvel
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting<br>3. A Positive Social – Emotional Skills<br>3. B Acquisition and Use of Knowledge and Skills<br>3. C Use of Appropriate Behaviors<br>4. A Family Survey – Know their rights<br>4. B Family Survey – Effectively communicate their children's needs<br>4. C Family Survey – Help their children | 1. Timely Services<br>7. 45 Day Timeline<br>8. A Transition – Transition Outcomes<br>8. B Transition – Notification to LSS<br>8. C Transition – Timely Planning Meeting |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Carroll County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 98.94% | Met | Data meet the State's target. No required action. | 99.00% | 98.80% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 97.7% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 62.26% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 67.62% | N/A |
| | | 2. Exits within age expectations | 65.12% | 63.80% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 68.29% | N/A |
| 3B | Birth – 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 64.49% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 63.39% | N/A |
| | | 2. Exits within age expectations | 61.42% | 65.43% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 66.06% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 63.77% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 72.26% | N/A |
| | | 2. Exits within age expectations | 56.92% | 53.09% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.79% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 94.4% | Met | Data meet the State's target. No required action. | 94.40% | 92.60% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 95.5% | Met | Data meet the State's target. No required action. | 91.80% | 94.30% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 91.3% | Met | Data meet the State's target. No required action. | 93.50% | 93.80% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.98% | Met | Data meet the State's target. No required action. | 3.44% | 2.20% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.85% | Met | Data meet the State's target. No required action. | 4.05% | 3.41% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.49% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.52% | 99.50% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 99.10% | Not Met | Correction of noncompliance found to occur for July 2015. | 98.74% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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March 9, 2016

Congratulations!

Dr. D'Ette W. Devine
Superintendent
Cecil County Public Schools
201 Booth Street
Elkton, MD 21921

Dear Dr. Devine:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Cecil County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Cecil County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Cecil County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Sarah J. Farr
Karen Boulden
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| 14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>licators/<br>l, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>*ver children in*<br>*excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| substantial<br>mpliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>cators/<br>3a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>f<br>uding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

ice Plan (SPP). See SPP for details.

## Maryland Infants and Toddlers Program, *Birth-4*

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | **FFY 2018**<br>**SFY 2018-2019**<br>**2020 (March)** |
|---|---|---|---|---|---|
| ***its***<br>ılts Indicator<br>ıpliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>ɲpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ı<br>ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

## Special Education and Support Services for Students with Disabilities, *3-21*

### Local Determination Scoring Criteria

| )14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single uspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| / and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>sults<br>; and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>; and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>; or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
d continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Cecil County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100.00% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 72.50% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.50% | N/A |
| | | 2. Exits within age expectations | 65.12% | 84.54% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.59% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 70.45% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.38% | N/A |
| | | 2. Exits within age expectations | 61.42% | 81.44% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 69.41% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 78.08% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.77% | N/A |
| | | 2. Exits within age expectations | 56.92% | 71.13% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.18% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 98.9% | Met | Data meet the State's target. No required action. | 98.90% | 91.60% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 98.9% | Met | Data meet the State's target. No required action. | 97.60% | 91.30% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 98.8% | Met | Data meet the State's target. No required action. | 98.80% | 92.20% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 0.86% | Not Met | Target not met. Improvement Plan required. | 1.03% | 0.95% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.38% | Met | Data meet the State's target. No required action. | 3.05% | 3.51% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 98.91% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 98.04% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.13% | 97.70% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 98.15% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Kimberly Hill
Superintendent
Charles County Public Schools
P. O. Box 2770
LaPlata, MD 20646

Dear Dr. Hill:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Charles County Infants and Toddlers Program (CCITP). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCITP has achieved the determination status of **"Needs Assistance, Year One."**

Last year, the CCITP was assigned a determination status of "Meets Requirements." For FFY 2014, the CCITP was determined to Need Assistance due to not meeting state targets for 8 (of 11) results indicators/subindicators. If in FFY 2015, the CCITP is again determined to Need Assistance, the CCITP and the DSE/EIS will jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The CCITP staff would be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed a plan to assist the CCITP to "Meet Requirements."

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children

who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MF/BMM/cc
Attachments

c: Jack R. Smith
Arden Sotomayor
Daphne Burns
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Charles County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 99.42% | Met | Data meet the State's target. No required action. | 99.50% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 57.69% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.00% | N/A |
| | | 2. Exits within age expectations | 65.12% | 56.67% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.43% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 62.07% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 62.90% | N/A |
| | | 2. Exits within age expectations | 61.42% | 56.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 50.00% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 60.45% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.27% | N/A |
| | | 2. Exits within age expectations | 56.92% | 50.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 48.80% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 94.9% | Met | Data meet the State's target. No required action. | 95.20% | 86.80% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 91.9% | Met | Data meet the State's target. No required action. | 95.20% | 92.50% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 94.9% | Met | Data meet the State's target. No required action. | 95.00% | 92.50% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 0.82% | Not Met | Data do not meet the State target. Improvement Plan required. | 1.21% | 1.83% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.03% | Not Met | Data do not meet the State target. Improvement Plan required. | 3.31% | 2.78% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.18% | Met | Correction of noncompliance found to occur for July 2015. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Henry V. Wagner, Jr.
Superintendent
Dorchester County Board of Education
700 Glasgow Street
Cambridge, MD 21613

Dear Dr. Wagner: Henry

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Dorchester County Infants and Toddlers Program (DCITP). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the DCITP has achieved the determination status of **"Needs Assistance, Year One."**

Last year, the DCITP was assigned a determination status of "Meets Requirements." For FFY 2014, the DCITP had difficulty meeting the required 45-day timeline and providing timely transition planning. If in FFY 2015, the DCITP is again determined to Need Assistance, the DCITP and the DSE/EIS will jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The DCITP staff would be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed a plan to assist the DCITP to "Meet Requirements."

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children

who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the DCITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MF/BMM/cc
Attachments

c: Jack R. Smith
Angela McPeake Gebert
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| 014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ets for at<br>dicators/<br>1, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| et for<br>it (Indicator<br>through 4*<br>ver children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| substantial<br>mpliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>cators/<br>3a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>uding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| **nts**<br>ılts Indicator<br>npliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>mpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| 3<br>014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single suspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| l the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

e Plan (SPP). See SPP for details.

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| d State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| bstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>:<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| ' and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Dorchester County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 57.14% | N/A |
| | | 2. Exits within age expectations | 65.12% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 56.52% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.33% | N/A |
| | | 2. Exits within age expectations | 61.42% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.22% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.90% | N/A |
| | | 2. Exits within age expectations | 56.92% | 100% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.17% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 97.2% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 97.3% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 97.1% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.52% | Met | Data meet the State's target. No required action. | 1.71% | 0.82% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 2.75% | Not Met | Target not met. Improvement Plan required. | 2.90% | 2.31% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 89.36% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 96.67% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 91.67% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 83.33% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

**Jack R. Smith, Ph.D.**
**Interim State Superintendent of Schools**

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Barbara Brookmyer
Health Officer
Frederick County
350 Montevue Lane
Fredrick, MD 21702

Dear Dr. Brookmyer:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Frederick County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Frederick County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Frederick County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Monica Grant
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Frederick County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 99.62% | Met | Data meet the State's target. No required action. | 99.60% | 99.60% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 56.38% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 51.72% | N/A |
| | | 2. Exits within age expectations | 65.12% | 72.95% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.95% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 65.32% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.15% | N/A |
| | | 2. Exits within age expectations | 61.42% | 68.60% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 54.15% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 70.12% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 56.32% | N/A |
| | | 2. Exits within age expectations | 56.92% | 60.39% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 47.32% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 97.8% | Met | Data meet the State's target. No required action. | 95.80% | 95.10% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 95.5% | Met | Data meet the State's target. No required action. | 95.40% | 93.80% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 94.0% | Met | Data meet the State's target. No required action. | 92.50% | 94.80% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.79% | Met | Data meet the State's target. No required action. | 1.61% | 1.40% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.06% | Met | Data meet the State's target. No required action. | 2.94% | 2.81% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.40% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.66% | 99.70% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 99.70% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 96.95% | Not Met | Correction of noncompliance found to occur for July 2015. | 98.13% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

**LSS/LITP Report Card Code Definitions**

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Janet Wilson
Superintendent
Garrett County Board of Education
40 South Second Street
Oakland, MD 21550

Janet

Dear Dr. Wilson:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Garrett County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Garrett County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Garrett County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Heather Raybold
Deneice Crites
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Garrett County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

**Part C Annual SPP Performance Report**

| SPP/APR Indicators (Results Indicator / Compliance Indicator) | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
|---|---|---|---|---|---|---|---|---|
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100.00% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 80.0% | Not Met | Target not met. Improvement Plan required. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 84.62% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 100% | N/A |
| | | 2. Exits within age expectations | 65.12% | 85.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 94.29% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 81.82% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 100% | N/A |
| | | 2. Exits within age expectations | 61.42% | 85.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 94.29% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 81.82% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 100% | N/A |
| | | 2. Exits within age expectations | 56.92% | 85.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 91.43% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 92.7% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 92.7% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.1% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.46% | Met | Data meet the State's target. No required action. | 3.56% | 3.07% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.37% | Met | Data meet the State's target. No required action. | 3.97% | 4.08% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Mrs. Barbara P. Canavan
Superintendent
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014-3731

Dear Mrs. Canavan: Barbara

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Harford County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Harford County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Harford County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Susan Austin
Nicol Elliott
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>dicators/<br>1, 3aSS2,<br>., 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>ver children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| substantial<br>mpliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>cators/<br>3a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>f<br>uding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| ) 14 :h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| nts ılts Indicator npliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator mpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ılts and pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

## Special Education and Support Services for Students with Disabilities, *3-21*

### Local Determination Scoring Criteria

| ')14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single uspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State ndicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ubstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| ' and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Harford County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 99.70% | 99.50% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 64.33% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 67.99% | N/A |
| | | 2. Exits within age expectations | 65.12% | 56.65% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 55.66% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 71.19% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 73.06% | N/A |
| | | 2. Exits within age expectations | 61.42% | 58.51% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.52% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 67.17% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.79% | N/A |
| | | 2. Exits within age expectations | 56.92% | 55.85% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 51.99% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 95.4% | Met | Data meet the State's target. No required action. | 92.70% | 91.00% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 95.8% | Met | Data meet the State's target. No required action. | 92.30% | 91.00% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.3% | Met | Data meet the State's target. No required action. | 91.90% | 93.70% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.27% | Not Met | Target not met. Improvement Plan required. | 1.25% | 1.62% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | Children birth to three served as a percentage of the population birth to 3 | 3.05% | 3.80% | Met | Data meet the State's target. No required action. | 4.46% | 4.57% |
| 1 | Timely Delivery of IFSP Services | 100% | 95.00% | Not Met | Correction of noncompliance must occur. | 90.00% | 91.10% |
| 7 | Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral | 100% | 96.86% | Not Met | Correction of noncompliance found to occur for July 2015. | 98.30% | 90.60% |
| 8A | Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 99.4% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 100% |
| 8B | Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 98.88% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 100% |
| | Correction of Noncompliance | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Renee A. Foose
Superintendent
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042

Dear Dr. Foose:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Howard County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Howard County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Howard County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Nancy FitzGerald
Jennifer Harwood
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>dicators/<br>1, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>ver children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| substantial<br>mpliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>cators/<br>3a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>f<br>uding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

ce Plan (SPP). See SPP for details.

## Maryland Infants and Toddlers Program, *Birth-4*

| ;<br>)14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ***nts***<br>ılts Indicator<br>ıpliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>mpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ı<br>ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

## Special Education and Support Services for Students with Disabilities, *3-21*

### Local Determination Scoring Criteria

| ):14 :h) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single suspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>ıent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>ıding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| ' and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(c) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Howard County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 97.80% | 97.80% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 96.4% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 62.23% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 51.28% | N/A |
| | | 2. Exits within age expectations | 65.12% | 57.95% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.92% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 68.48% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.67% | N/A |
| | | 2. Exits within age expectations | 61.42% | 66.78% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.31% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 68.38% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 66.09% | N/A |
| | | 2. Exits within age expectations | 56.92% | 47.70% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 49.24% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 93.9% | Met | Data meet the State's target. No required action. | 96.00% | 96.00% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 94.2% | Met | Data meet the State's target. No required action. | 93.90% | 94.60% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.3% | Met | Data meet the State's target. No required action. | 94.50% | 96.80% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.01% | Not Met | Target not met. Improvement Plan required. | 1.13% | 0.90% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | Children birth to three served as a percentage of the population birth to 3 | 3.05% | 3.24% | Met | Data meet the State's target. No required action. | 3.00% | 3.04% |
| 1 | Timely Delivery of IFSP Services | 100% | 99.40% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 99.60% |
| 7 | Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral | 100% | 99.78% | Not Met | Correction of noncompliance found to occur for July 2015. | 99.47% | 99.70% |
| 8A | Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 99.49% | Not Met | Correction of noncompliance must occur. | 100% | 100% |
| | Correction of Noncompliance | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Karen M. Couch
Superintendent
Kent County Public Schools
5608 Boundary Avenue
Rock Hall, MD 21661

Dear Dr. Couch: Karen

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Kent County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Kent County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."** To achieve a determination of Meets Requirements next year (FFY 2015), it is important that the Kent County Infants and Toddlers Program ensure timely evaluation, assessment, and development of initial Individualized Family Service Plans (IFSPs).

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent

of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Kent County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Wendy Keen
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| )14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>licators/<br>l, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>er children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| ubstantial<br>npliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>:ators/<br>a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| viously<br>uding fiscal<br>in one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| **nts**<br>ılts Indicator<br>npliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>mpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***

ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| 3<br>014<br>ch) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single suspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| l the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| sults<br>and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
tantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Kent County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 66.67% | N/A |
| | | 2. Exits within age expectations | 65.12% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 66.67% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 0.00% | N/A |
| | | 2. Exits within age expectations | 61.42% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 50.00% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 66.67% | N/A |
| | | 2. Exits within age expectations | 56.92% | < 5 children | N/A | Required actions, if applicable, were identified in Preliminary Report Card. | 83.33% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 0.56% | Not Met | Target not met. Improvement Plan required. | 2.27% | 0.00% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | Children birth to three served as a percentage of the population birth to 3 | 3.05% | 1.46% | Not Met | Target not met. Improvement Plan required. | 1.31% | 0.70% |
| 1 | Timely Delivery of IFSP Services | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral | 100% | 82.61% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 100% | 100% |
| 8A | Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | Correction of Noncompliance | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Ms. Uma S. Ahluwalia, Director
Montgomery County Department of Health
and Human Services
401 Hungerford Drive, 5th Floor
Rockville, MD 20850

Dear Ms. Ahluwalia:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Montgomery County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Montgomery County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Montgomery County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Natasha Ramberg
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| 014<br>th) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ts for at<br>licators/<br>l, 3aSS2,<br>, 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| t for<br>t (Indicator<br>through 4*<br>*er children in*<br>*excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| ubstantial<br>npliance<br>tors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>tors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>:ators/<br>ła, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>uding fiscal<br>ıin one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ta in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| ***ıts***<br>ılts Indicator<br>ıpliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>ɯpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ɐd continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ɐd failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

## Special Education and Support Services for Students with Disabilities, *3-21*

### Local Determination Scoring Criteria

| ):14 :h) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single suspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| d State target<br>or School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ubstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>f<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| / and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>esults<br>; and<br>mpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| sults<br>and<br>mpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>mpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
d continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Montgomery County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 94.43% | Met | Data meet the State's target. No required action. | 95.90% | 95.70% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 99.2% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 58.32% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.84% | N/A |
| | | 2. Exits within age expectations | 65.12% | 70.14% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 72.12% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 70.93% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 74.74% | N/A |
| | | 2. Exits within age expectations | 61.42% | 65.88% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 69.66% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 74.24% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 74.42% | N/A |
| | | 2. Exits within age expectations | 56.92% | 60.87% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 62.69% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 94.9% | Met | Data meet the State's target. No required action. | 95.20% | 94.60% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 93.3% | Met | Data meet the State's target. No required action. | 95.70% | 94.70% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 93.9% | Met | Data meet the State's target. No required action. | 97.00% | 95.30% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.88% | Met | Data meet the State's target. No required action. | 2.24% | 1.83% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 4.23% | Met | Data meet the State's target. No required action. | 4.38% | 4.10% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.11% | Not Met | Correction of noncompliance must occur. | 98.75% | 98.7% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 99.90% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 99.90% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 99.31% | Met | Correction of noncompliance found to occur for July 2015. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Kevin M. Maxwell
Chief Executive Officer
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Dr. ~~Maxwell~~ Kevin:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Prince George's County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Prince George's County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Prince George's County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Joan Rothgeb
Alyson Felder
Branch Chiefs

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>:<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| ' and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>:sults<br>: and<br>ımpliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| :sults<br>: and<br>ımpliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| esults<br>or<br>ımpliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
l continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| :ts for at<br>dicators/<br>1, 3aSS2,<br>., 3cSS2, 4a, | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| :t for<br>:t (Indicator<br>through 4*<br>ver children in<br>excluded. | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| substantial<br>mpliance<br>itors (1, 7, | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| % in<br>itors 1, 7, | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| ull<br>n at least<br>cators/<br>3a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| eviously<br>f<br>uding fiscal<br>hin one year | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| ata in a<br>manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

## Maryland Infants and Toddlers Program, *Birth-4*

| )14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| *ts*<br>ılts Indicator<br>ıpliance | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| ılts Indicator<br>ıpliance | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| ı<br>ılts<br>and<br>pliance | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |

***Intervention***
ed continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;
ed failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or
e State that it is unwilling to comply with the core requirements

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| 14<br>h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| strate a cy in single uspensions er than 10 | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| the State Indicators % or >, 5B- and 5C- or l) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| )14<br>:h) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|
| l State target<br>r School-age<br>nent | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| ıbstantial<br>r for at least<br>e Indicators<br>d 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| viously<br>f<br>uding fiscal<br>in one year | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| / and | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| s<br>esults<br>; and<br>ompliance | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| esults<br>; and<br>ompliance | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| lesults<br>; or<br>ompliance | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |

***tervention***
d continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification
stantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*
State that it is unwilling to comply with the core requirements

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Prince George's County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 98.19% | Met | Data meet the State's target. No required action. | 99.60% | 98.90% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 70.82% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 69.89% | N/A |
| | | 2. Exits within age expectations | 65.12% | 60.67% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.25% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 65.99% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 68.54% | N/A |
| | | 2. Exits within age expectations | 61.42% | 56.51% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.22% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 83.28% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 80.68% | N/A |
| | | 2. Exits within age expectations | 56.92% | 52.75% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 54.86% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 96.3% | Met | Data meet the State's target. No required action. | 94.10% | 96.60% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.0% | Met | Data meet the State's target. No required action. | 95.00% | 96.20% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.7% | Met | Data meet the State's target. No required action. | 95.10% | 96.10% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.20% | Not Met | Target not met. Improvement Plan required. | 1.29% | 1.23% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 2.92% | Not Met | Target not met. Improvement Plan required. | 2.73% | 2.79% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.64% | Not Met | Correction of noncompliance must occur. | 95.89% | 91.70% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 91.90% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Carol A. Williamson
Superintendent
Queen Anne's County Board of Education
202 Chesterfield Avenue
Centreville, MD 21617

Dear Dr. Williamson: Carol

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Queen Anne's County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Queen Anne's County Infants and Toddlers Program has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Queen Anne's County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Diane McGowan
Wesley Campbell
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Queen Anne's County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators (Results Indicator / Compliance Indicator) | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 98.10% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 30.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 30.00% | N/A |
| | | 2. Exits within age expectations | 65.12% | 82.50% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 76.74% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 53.85% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.85% | N/A |
| | | 2. Exits within age expectations | 61.42% | 85.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 76.74% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 50.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 77.78% | N/A |
| | | 2. Exits within age expectations | 56.92% | 62.50% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 72.09% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 96.0% | Met | Data meet the State's target. No required action. | 86.80% | 100% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.0% | Met | Data meet the State's target. No required action. | 88.90% | 94.90% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.7% | Met | Data meet the State's target. No required action. | 89.70% | 94.40% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.64% | Met | Data meet the State's target. No required action. | 1.45% | 1.53% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.46% | Met | Data meet the State's target. No required action. | 3.46% | 3.49% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Mr. James Scott Smith
Superintendent
St. Mary's County Public Schools
23160 Moakley Street Suite 109
Leonardtown, MD 20650

Dear Mr. Smith:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the St. Mary's County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the St. Mary's County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the St. Mary's County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Susie Fowler
Debbie Crosby
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# St. Mary's County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 69.32% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.15% | N/A |
| | | 2. Exits within age expectations | 65.12% | 64.96% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 66.98% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 64.52% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.56% | N/A |
| | | 2. Exits within age expectations | 61.42% | 61.31% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.38% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 73.45% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 75.00% | N/A |
| | | 2. Exits within age expectations | 56.92% | 55.47% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.83% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 96.2% | Met | Data meet the State's target. No required action. | 95.30% | 94.90% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.2% | Met | Data meet the State's target. No required action. | 95.20% | 94.80% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 95.4% | Met | Data meet the State's target. No required action. | 93.10% | 94.90% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.80% | Met | Data meet the State's target. No required action. | 0.96% | 1.27% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.61% | Met | Data meet the State's target. No required action. | 3.01% | 2.38% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 93.27% | Not Met | Correction of noncompliance must occur. Improvement Plan required. | 97.40% | 96.40% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 97.37% | Not Met | Correction of noncompliance must occur. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

**Jack R. Smith, Ph.D.**
**Interim State Superintendent of Schools**

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March 9, 2016

Dr. John B. Gaddis
Superintendent
Somerset County Public Schools
7982-A Tawes Campus Drive
Westover, Maryland 21871

Dear Dr. Gaddis:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Somerset County Infants and Toddlers Program (SCITP). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the SCITP has achieved the determination status of **"Needs Assistance, Year One."**

Last year, the SCITP was assigned a determination status of "Needs Intervention." For FFY 2014, the SCITP was determined to Need Assistance due to not meeting state targets for 8 (of 11) results indicators/subindicators. This ongoing need for assistance requires that the SCITP and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The SCITP staff will be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed a plan to assist the SCITP to "Meet Requirements." Dr. Brian Morrison, Program Director, Maryland Infants and Toddlers Program, will be contacting the Director of Special Education in Somerset County to identify a date and time for this meeting.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the SCITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MF/BMM/cc
Attachments

c: Jack R. Smith
Lynette Johnson
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

Needs Intervention

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Somerset County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 0.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 50.00% | N/A |
| | | 2. Exits within age expectations | 65.12% | 40.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 20.00% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 16.67% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 25.00% | N/A |
| | | 2. Exits within age expectations | 61.42% | 40.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 20.00% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 14.29% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 50.00% | N/A |
| | | 2. Exits within age expectations | 56.92% | 40.00% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 20.00% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 100% | Met | Data meet the State's target. No required action. | N/A | NA |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 100% | Met | Data meet the State's target. No required action. | N/A | NA |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 100% | Met | Data meet the State's target. No required action. | N/A | NA |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.11% | Not Met | Target not met. Improvement Plan required. | 1.15% | 0.86% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 1.90% | Not Met | Target not met. Improvement Plan required. | 2.08% | 1.52% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 88.89% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 86.67% | Not Met | Correction of noncompliance must occur. Improvement Plan required. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 87.50% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 75.00% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

**Jack R. Smith, Ph.D.**
**Interim State Superintendent of Schools**

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Mrs. Kelly L. Griffith
Superintendent
Talbot County Public Schools
P. O. Box 1029
Easton, MD 21601

Dear Mrs. Griffith:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Talbot County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Talbot County Infants and Toddlers Program has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Talbot County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Kristin Mentges
Michelle Steelman
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4* **Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Talbot County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators (Results Indicator / Compliance Indicator) | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 77.27% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.38% | N/A |
| | | 2. Exits within age expectations | 65.12% | 81.82% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 56.25% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 82.61% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 59.09% | N/A |
| | | 2. Exits within age expectations | 61.42% | 86.36% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.13% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 87.10% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 76.92% | N/A |
| | | 2. Exits within age expectations | 56.92% | 79.55% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 56.25% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 93.3% | Met | Data meet the State's target. No required action. | 100% | NA |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.4% | Met | Data meet the State's target. No required action. | 100% | NA |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 100% | Met | Data meet the State's target. No required action. | 100% | NA |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 3.89% | Met | Data meet the State's target. No required action. | 3.19% | 1.75% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 4.28% | Met | Data meet the State's target. No required action. | 4.19% | 3.07% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 93.65% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 94.12% | Not Met | Correction of noncompliance found to occur for July 2015. Improvement Plan closed. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Clayton M. Wilcox
Superintendent
Washington County Board of Education
10435 Downsville Pike
Hagerstown, MD 21740

Dear Dr. ~~Wilcox~~ Clayton:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Washington County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Washington County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Washington County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Jeff Gladhill
Mariam Robins
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Washington County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 98.15% | Met | Data meet the State's target. No required action. | 98.90% | 97.20% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 56.52% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 77.42% | N/A |
| | | 2. Exits within age expectations | 65.12% | 72.06% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 79.69% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 58.02% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 73.91% | N/A |
| | | 2. Exits within age expectations | 61.42% | 66.18% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 75.00% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 68.97% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 80.53% | N/A |
| | | 2. Exits within age expectations | 56.92% | 51.47% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.69% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 94.0% | Met | Data meet the State's target. No required action. | 93.50% | 94.50% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 93.8% | Met | Data meet the State's target. No required action. | 93.10% | 94.10% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 93.5% | Met | Data meet the State's target. No required action. | 91.90% | 92.20% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.97% | Met | Data meet the State's target. No required action. | 1.68% | 2.21% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.09% | Met | Data meet the State's target. No required action. | 3.43% | 3.51% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 99.03% | Not Met | Correction of noncompliance found to occur for July 2015. | 100% | 99.10% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. John Fredericksen
Superintendent
Wicomico County Board of Education
P. O. Box 1538
Salisbury, MD 21802-1538

Dear Dr. Fredericksen: John

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview*, the *Part C Child Outcomes Baselines and Targets for Local Determinations*, and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Wicomico County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Wicomico County Infants and Toddlers Program has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three

years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Wicomico County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Bonnie L. Walston
Patricia Adkins
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

**Early Childhood**

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

# Wicomico County Infants and Toddlers Program
## Annual Data on Part C State Performance Plan (SPP) Priority Indicators
## for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 54.55% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.52% | N/A |
| | | 2. Exits within age expectations | 65.12% | 70.42% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.53% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 64.52% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.77% | N/A |
| | | 2. Exits within age expectations | 61.42% | 74.65% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 58.95% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 78.72% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 71.01% | N/A |
| | | 2. Exits within age expectations | 56.92% | 71.83% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 61.05% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 99.4% | Met | Data meet the State's target. No required action. | 96.50% | 98.50% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 99.4% | Met | Data meet the State's target. No required action. | 98.60% | 98.50% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 99.4% | Met | Data meet the State's target. No required action. | 98.60% | 97.00% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.59% | Met | Data meet the State's target. No required action. | 1.49% | 0.79% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 2.99% | Not Met | Target not met. Improvement Plan required. | 2.92% | 2.77% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Congratulations!

Dr. Jerry B. Wilson
Superintendent
Worcester County Board of Education
6270 Worcester Highway
Newark, MD 21841

Dear Dr. Wilson: Jerry

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview*, the *Part C Child Outcomes Baselines and Targets for Local Determinations*, and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Worcester County Infants and Toddlers Program. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the Worcester County Infants and Toddlers Program has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the

Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Worcester County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

c: Jack R. Smith
Rae Ann Record
Kathy Simon
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY) State Fiscal Year (SFY) Determination Year | FFY 2013 SFY 2013-2014 2015 (March) | FFY 2014 SFY 2014-2015 2016 (March) | FFY 2015 SFY 2015-2016 2017 (March) | FFY 2016 SFY 2016-2017 2018 (March) | FFY 2017 SFY 2017-2018 2019 (March) | FFY 2018 SFY 2018-2019 2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting | 1. Timely Services |
| 3. A Positive Social – Emotional Skills | 7. 45 Day Timeline |
| 3. B Acquisition and Use of Knowledge and Skills | 8. A Transition – Transition Outcomes |
| 3. C Use of Appropriate Behaviors | 8. B Transition – Notification to LSS |
| 4. A Family Survey – Know their rights | 8. C Transition – Timely Planning Meeting |
| 4. B Family Survey – Effectively communicate their children's needs | |
| 4. C Family Survey – Help their children | |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline | Target | Target | Target | Target | Target |
|---|---|---|---|---|---|---|---|
| | | FFY 2013 | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 |
| | | SFY 2014 | SFY 2015 | SFY 2016 | SFY 2017 | SFY 2018 | SFY 2019 |
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Worcester County Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 | | | Action Required | Previous Results | |
| | | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 100% | Met | Data meet the State's target. No required action. | 100% | 100% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.5% | 100% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 80.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 87.50% | N/A |
| | | 2. Exits within age expectations | 65.12% | 80.00% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.22% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 85.71% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 78.95% | N/A |
| | | 2. Exits within age expectations | 61.42% | 76.67% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 52.17% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 70.83% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 70.00% | N/A |
| | | 2. Exits within age expectations | 56.92% | 53.33% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 65.22% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 97.4% | Met | Data meet the State's target. No required action. | 95.80% | 83.30% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 89.7% | Met | Data meet the State's target. No required action. | 91.30% | 86.40% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 91.7% | Met | Data meet the State's target. No required action. | 100% | 86.40% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 2.43% | Met | Data meet the State's target. No required action. | 1.04% | 1.36% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 3.07% | Met | Data meet the State's target. No required action. | 2.23% | 2.70% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

# LSS/LITP Report Card Code Definitions

## Part B

### Indicators 4, 9, and 10

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

### Indicator 8

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

## Part C and Part B

### All Indicators

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

March 9, 2016

Dr. Leana Wen
Health Commissioner
Baltimore City
1001 E. Fayette Street
Baltimore, MD 21202

Dear Dr. Wen:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015). Attached please find the *Local Determination Scoring Criteria* that identifies the Part C Indicators used to assign a local determination, the *FFY 2014 Determination Overview,* the *Part C Child Outcomes Baselines and Targets for Local Determinations,* and the *Part C Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part C Indicators* provides a three-year data analysis and required actions for the Baltimore City Infants and Toddlers Program (BITP). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the BITP has achieved the determination status of **"Needs Assistance, Year Four."**

For the last four (4) consecutive years, the BITP has been assigned a determination status of "Needs Assistance." Historically, this represents inconsistent performance and a challenge to sustain targets met. This ongoing need for assistance requires that the BITP and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. For FFY 2014, the BITP did not meet the state target for 7 (of 11) results indicators/subindicators and also had difficulty delivering early intervention services in a timely manner. The BITP staff will be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed a plan to assist the BITP to "Meet Requirements." Dr. Brian Morrison, Program Director, Maryland Infants and Toddlers Program, will be contacting the Director of Early Intervention Services, BITP to identify a date and time for this meeting.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. The DSE/EIS continued this graduated plan in FFY 2014. As part of this plan, all Part C results indicators are used in the determination process. The results indicators include:

- Indicator 2: Provision of Services in the Natural Environment;
- Indicator 3: Child Outcomes;
- Indicator 4: Family Outcomes;
- Indicator 5: Child Find Birth to One; and
- Indicator 6: Child Find Birth to Three.

As part of the results-driven accountability system, the DSE/EIS has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. Please see the *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The attached baselines for local determinations of Maryland's LITPs will not be included in the Maryland's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). For federal reporting, the OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

Local Infants and Toddlers Programs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DSE/EIS will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the BITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

Marcella E. Franczkowski

Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

MF/BMM/cc
Attachments

c: Jack R. Smith
Gloria R. Valentine
Branch Chiefs

# Maryland Infants and Toddlers Program, *Birth-4*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Early Childhood Results** (IFSP) | LITP met State targets for at least four results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least five results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least six results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) | LITP met State targets for at least seven results indicators/ subindicators (3aSS1, 3aSS2, 3bSS1, 3bSS2, 3cSS1, 3cSS2, 4a, 4b, 4c, 5, & 6) |
| | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* | LITP met State target for Natural Environment (Indicator 2) birth to 3 & three through 4*<br>**Or each IFSP includes a justification based on each child's needs. Programs with 3 or fewer children in non-NE settings may be excluded.* |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated substantial compliance in all compliance indicators/subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. | LITP is not below 85% in indicators/subindicators 1, 7, 8a, 8b, or 8c. |
| | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) | LITP demonstrated full compliance (100%) in at least two compliance indicators/ subindicators (1, 7, 8a, 8b, & 8c) |
| | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification | LITP corrected all previously identified findings of noncompliance, including fiscal noncompliance, within one year of notification |
| | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner | LITP submitted all data in a timely and accurate manner |

Local Determination Scoring Criteria

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Maryland Infants and Toddlers Program, *Birth-4*

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Local Infants Determination Criteria** | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands | ***Meets Requirements***<br>• Two of Two Results Indicator bands; and<br>• Four of Five Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands | ***Needs Assistance***<br>• One of Two Results Indicator bands; and<br>• Three of Five Compliance Indicator bands |
| | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands | ***Needs Intervention***<br>• Zero of Two Results Indicator bands; and<br>• One of Five Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification;<br>• LITP demonstrated failure to substantially comply has affected the core requirements, such as delivery of services to infants and toddlers and their families and oversight; or<br>• LITP informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Graduation** (1) | | LSS meets or exceeds 4- year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) | LSS meets or exceeds the 4-year Adjusted Cohort Graduation Rate (1) |
| **Dropout** (2) | | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS was not significantly above the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) | LSS meets or exceeds the Annual 9-12 Dropout target (2) |
| **Assessment** (3A) | | *PARCC Administered | AMO Waived by U.S. Department of Education | | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) | LSS meets the State Annual Measurable Objective (AMO) for Reading or Math Proficiency (Indicator 3A) |
| **Assessment** (3B) | | *PARCC Administered | | | LSS meets or exceeds the participation rate | LSS meets or exceeds the participation rate |
| **Assessment** (3C) | | *PARCC Administered | | | LSS meets or exceeds the proficiency rate against the achievement standard | LSS meets or exceeds the proficiency rate against the achievement standard |
| **Suspension Expulsion** (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) | LSS does not demonstrate a significant discrepancy in single or multiple rates of suspensions and expulsions greater than 10 days (4A) |
| **School Age LRE** (5) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) | LSS met or exceeded the State target for three LRE Indicators (5A- regular class 80% or >, 5B- regular class < 40%, and 5C- separate, residential or homebound/hospital) |
| **Preschool LRE** (6) | | | | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility | LSS meets or exceeds the State target for Preschool LRE Indicator 6A- majority of time in regular early childhood program and 6B-separate class, school or residential facility |
| **Preschool Outcomes** (7) | | | | | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) | LSS met or exceeded the State targets for three of six early childhood outcome indicators (Social Emotional 7A1-increased rate, 7A2- within age expectation; Knowledge and Skills 7B1-increased rate, 7B2- within age expectation; Appropriate Behaviors 7C1- increased rate, or 7C2-within age expectation) |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

# Special Education and Support Services for Students with Disabilities, *3-21*

## Local Determination Scoring Criteria

| Federal Fiscal Year (FFY)<br>State Fiscal Year (SFY)<br>Determination Year | FFY 2013<br>SFY 2013-2014<br>2015 (March) | FFY 2014<br>SFY 2014-2015<br>2016 (March) | FFY 2015<br>SFY 2015-2016<br>2017 (March) | FFY 2016<br>SFY 2016-2017<br>2018 (March) | FFY 2017<br>SFY 2017-2018<br>2019 (March) | FFY 2018<br>SFY 2018-2019<br>2020 (March) |
|---|---|---|---|---|---|---|
| **Parent Involvement** (8) | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator | LSS met or exceeded State target for Preschool (8A) or School-age (8B) Parent Involvement Indicator |
| **Post School Outcomes** (14C) | | | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment | LSS met or exceeded the State target for students enrolled in higher education, some other postsecondary education or training program; or competitively employed or in some other employment |
| **Compliance**<br>Full Compliance = 100%<br><br>Substantial Compliance = 95% | LSS demonstrated substantial compliance or higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, and 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance higher for at least five of six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated substantial compliance or higher for six compliance Indicators (4B, 9, 10, 11, 12, 13) |
| | | | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) | LSS demonstrated 85% compliance for all compliance indicators (4B, 9, 10, 11, 12, 13) |
| | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification | LSS corrected all previously identified findings of noncompliance; including fiscal noncompliance within one year of notification |
| | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data | LSS submitted timely and accurate data |
| **Local Determination Criteria** | ***Meets Requirements***<br>• Two of Three Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Three of Five Results Indicator bands; and<br>• Two of Three Compliance Indicator bands | ***Meets Requirements***<br>• Four of Six Results Indicator bands; and<br>• Three of Four Compliance Indicator bands | ***Meets Requirements***<br>• Five of Seven Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands | ***Meets Requirements***<br>• Seven of Nine Results Indicator bands; and<br>• Four of Four Compliance Indicator bands |
| | ***Needs Assistance***<br>• One of Three Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Five Results Indicator bands; and<br>• One of Three Compliance Indicator bands | ***Needs Assistance***<br>• Two of Six Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Four of Seven Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of Four Compliance Indicator bands | ***Needs Assistance***<br>• Five of Nine Results Indicator bands; and<br>• One of four Compliance Indicator bands |
| | ***Needs Intervention***<br>• ≤One of Three Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Five Results Indicator bands; or<br>• One of Three Compliance Indicator bands | ***Needs Intervention***<br>• ≤ One of Six Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Three of Seven Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands | ***Needs Intervention***<br>• ≤ Four of Nine Results Indicator bands; or<br>• One of four Compliance Indicator bands |
| | ***Needs Substantial Intervention***<br>1. LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification<br>2. LSS failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective general supervision and oversight; *or*<br>3. LSS informed the State that it is unwilling to comply with the core requirements | | | | | |

**Indicator numbers correspond to State Performance Plan (SPP). See SPP for details.**

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

## FFY 2014 Determination Overview
## Part C & Part B
## July 1, 2014 – June 30, 2015

The Individuals with Disabilities Education Act (IDEA) is focused on state accountability on Part C and Part B Indicators defined in the Office of Special Education's (OSEP) State Performance Plans. Annually, the OSEP evaluates each state's performance on these Indicators, and, as a result, assigns each state to one of four levels of determination: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Part C and Part B in June 2016.

The IDEA also requires states to evaluate each state's Local Lead Agency (LLA) for the IDEA Part C early intervention services, and each Local School System (LSS) for the IDEA Part B special education performance on the Part C and Part B Indicators. As a result of that evaluation, each state is to assign each LLA and LSS to one of four levels of determination status: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention." In making determinations, the OSEP requires that states consider:

- Performance on Results and Compliance Indicators;
- Whether data submitted by public agencies are valid, reliable (accurate), and timely;
- Uncorrected noncompliance from other sources;
- Any audit findings; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each LLA's and LSS's performance in meeting the State's targets as defined by the State Performance Plan for Part C and Part B. Each LLA's and LSS's determination status and results will be posted, as required, on the *MSDE Public Website of State Performance Plan Results* at http://mdideareport.org no later than June 1, 2016.

The following Part C indicators are included in assigning determinations:

| Results | Compliance |
|---|---|
| 2. Primary Service Setting<br>3. A Positive Social – Emotional Skills<br>3. B Acquisition and Use of Knowledge and Skills<br>3. C Use of Appropriate Behaviors<br>4. A Family Survey – Know their rights<br>4. B Family Survey – Effectively communicate their children's needs<br>4. C Family Survey – Help their children | 1. Timely Services<br>7. 45 Day Timeline<br>8. A Transition – Transition Outcomes<br>8. B Transition – Notification to LSS<br>8. C Transition – Timely Planning Meeting |

| | |
|---|---|
| develop and learn<br>5. Child Find 0-1<br>6. Child Find 0-3 | |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The following Part B indicators are included in assigning determinations:

| **Results** | **Compliance** |
|---|---|
| 1. Students with IEPs graduating with a regular diploma<br>2. Students with IEPs dropping out<br>4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.<br>4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity<br>5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;<br>5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and<br>5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.<br>8. A Preschool Parent Survey; or<br>8. B School Age Parent Survey. | 9. Disproportionate Representation Disaggregated by Race/Ethnicity<br>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability<br>11. Initial Evaluation Timeline<br>12. Part C to B Transition<br>13. Secondary Transition |
| **Correction of Noncompliance** | **Data and Submission of Reports** |
| Timely Correction of Noncompliance | Timely and Accurate |

The MSDE supports each LLA's and LSS's effort to improve performance and identify and correct noncompliance with federal and State requirements. Programmatic technical assistance and monitoring may include, but is not limited to, teleconference calls, targeted technical assistance, professional learning opportunities, targeted funds for improvement, and onsite visits. While it is the MSDE's preference to work collaboratively with each LLA and LSS to improve performance, other enforcement options may be necessary for sustained poor performance and/or ongoing noncompliance.

In accordance with 34 C.F.R. §300.604(a), if Maryland determines, for two consecutive years, a public agency needs assistance under §300.603(b)(1)(ii) in implementing the requirements of the IDEA, the MSDE must take one or more of the following actions:

(1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;

(2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or

(3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

In accordance with 34 C.F.R. §300.604(b), if Maryland determines, for three or more consecutive years, that a public agency needs intervention under §300.603(b)(1)(iii) in implementing the requirements of the IDEA, the MSDE must implement enforcement actions. The MSDE may:

(1) Take any of the actions described in 34 C.F.R. §300.604(a);
(2) Take one or more of the following actions:
   (i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.
   (ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 *et seq.* (GEPA), if the MSDE has reason to believe that the public agency cannot correct the problem within one year.
   (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.
   (iv) Seeks to recover funds under Section 452 of the GEPA.
   (v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

In addition to the enforcement actions described above, if the MSDE determines a LLA or LSS needs substantial intervention in implementing the requirements of the IDEA or that there is a substantial failure to comply with any condition of a public agency's eligibility under the IDEA, in accordance with 34 C.F.R. §300.604(c), the MSDE may take one or more of the following actions:

(1) Recover Funds under section 452 of the GEPA; or
(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

Prior to withholding any funds under the IDEA, the MSDE provides reasonable notice and an opportunity for a hearing to the public agency involved, pursuant to the procedures in 34 C.F.R. §§ 300.180 through 300.183.

**Framework for Assistance and Intervention**

Needs Assistance

The process for the provision of assistance is dependent upon the degree of need within each LSS or LLA. The types of assistance must be individualized to address the root causes of the problem(s) for each indicator(s) in order to meet the specific identified needs. The MSDE will identify:

- What needs to change;

- How frequently and in what manner the local school system reports on progress; and
- The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

- Clarify/examine/develop/revise policies and procedures;
- Clarify/examine/develop/revise system administration and system of general supervision;
- Clarify/examine/develop/revise system of self-monitoring;
- Provide training/professional development;
- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
- Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;
- Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;
- Provide access to additional tools and resources;
- Share sample forms, procedures, processes;
- Provide information on where additional information, resources, support, and other organizations for support may be located;
- Examine/revise data collection;
- Improve collaboration/coordination with internal and external colleagues;
- Provide local director networking opportunities;
- Develop specialized programs/services;
- Examine options for increasing/reallocating personnel
- Clarify/examine/develop/revise fiscal management procedures and documentation
- Use evaluative measures to validate progress and correction of previous noncompliance
- Provide access to discretionary funds.

<u>Needs Intervention</u>

The determination category of "Needs Intervention" indicates a need for assistance in either performance and/or compliance areas within the LSS/LLA General Supervision process. Using the National Center for Special Education Accountability Monitoring (NCSEAM) "*Developing and Implementing an Effective System of General Supervision: Part B*," MSDE will direct the LSS/LLA to examine, clarify, and develop an effective system of general supervision to address results and compliance. This may require more frequent MSDE oversight and direct onsite follow-up.

In collaboration with the LSS/LLA, the MSDE may determine a local school system needs additional assistance beyond that listed above in the determination category of "Needs Assistance." Additional supports and required actions may include but are not limited to:

- Mandatory review of the local school system's system of general supervision to include:
    - Local Self-Assessment of Performance and Compliance;
    - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;
    - Integrated Monitoring Activities;
    - Fiscal Management;
    - Data Processes and Results;
    - Improvement, Correction, Incentives, and Sanctions;
    - Effective Dispute Resolution; and
    - Directed Targeted Assistance and Professional Development.

- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- Required quarterly reporting on status of correction of noncompliance

<u>Needs Substantial Intervention</u>

The determination category of "Needs Substantial Intervention" indicates a need for significant assistance and support in multiple results and compliance indicators. In addition to the available assistance listed above, to address "Needs Intervention," additional supports and required actions may include, but are not limited to:

- Redirect or target the use of funds allocated under IDEA Part B Discretionary funds;
- Reduce or eliminate the use of funds allocated under IDEA Part B Discretionary funds;
- Redirect or target the use of funds allocated under IDEA Part B Passthrough funds;
- Withhold or reduce Part B Passthrough funds pending completion of the corrective actions;
- Withhold or reduce State funds for special education services pending the completion of corrective actions;
- Assign MSDE staff on-site to assist in the completion of the corrective actions; and
- Assign a monitor to oversee the local school system's special education programs, with the responsibility for the costs of monitoring to be determined by the Department.

Prior to reducing or withholding funds, all requirements regarding proper notice by MSDE to the local school system shall be met, consistent with 20 U.S.C. §1413(c) and (d).

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

*Part C Child Outcomes Baselines and Targets for Local Determinations*
*Federal Fiscal Year (FFY) 2013-2018*
*State Fiscal Year (SFY) 2014-2019*

As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was unanimously supported by local Infants and Toddlers Program (LITP) Directors and Preschool Coordinators through a stakeholder discussion held during the April 29, 2014 Professional Learning Institute. The percentage increases in targets above are consistent with the DSE/EIS Strategic Plan: *Moving Maryland Forward* and with the Annual Performance Report (APR) submitted to the Office of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows:

| Child Outcome Indicator | Summary Statement* | Baseline FFY 2013 SFY 2014 | Target FFY 2014 SFY 2015 | Target FFY 2015 SFY 2016 | Target FFY 2016 SFY 2017 | Target FFY 2017 SFY 2018 | Target FFY 2018 SFY 2019 |
|---|---|---|---|---|---|---|---|
| Positive Social Emotional Skills | 1 | 64.23% | 64.23% | 65.23% | 66.23% | 67.23% | 68.23% |
| | 2 | 65.12% | 65.12% | 65.62% | 66.12% | 66.62% | 67.12% |
| Acquisition and Use of Knowledge & Skills | 1 | 69.08% | 69.08% | 70.08% | 71.08% | 72.08% | 73.08% |
| | 2 | 61.42% | 61.42% | 61.92% | 62.42% | 62.92% | 63.42% |
| Use of Appropriate Behavior to Meet Their Needs | 1 | 72.98% | 72.98% | 73.98% | 74.98% | 75.98% | 76.98% |
| | 2 | 56.92% | 56.92% | 57.42% | 57.92% | 58.42% | 58.92% |

*Summary Statement #1 – Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement #2 – The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

3/25/15bmm

# Local Part C Determinations

Early Childhood

| Number of Performance Indicators Required to Meet Requirements (of 11 Total Indicators) *Natural Environments, Child Find, Child Outcomes and Family Outcomes* | | | | |
|---|---|---|---|---|
| FFY <State Fiscal Year> (Determination Year) | 4 of 11 | 5 of 11 | 6 of 11 | 7 of 11 |
| 2013 <2013-2014> (2015) | | | | |
| 2014 <2014-2015> (2016) | | | | |
| 2015 <2015-2016> (2017) | | | | |
| 2016 <2016-2017> (2018) | | | | |
| 2017 <2017-2018> (2019) | | | | |
| 2018 <2018-2019> (2020) | | | | |

March 9, 2016, Maryland State Department of Education, Division of Special Education/Early Intervention Services

# Baltimore City Infants and Toddlers Program
# Annual Data on Part C State Performance Plan (SPP) Priority Indicators
# for the Period July 1, 2014 – June 30, 2015

| Part C Annual SPP Performance Report | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | | FFY 2014 State Target | FFY 2014 Local Results | FFY 2014 Target Met | Action Required | Previous Results FFY 2013 | Previous Results FFY 2012 |
| 2 | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 98.14% | Met | Data meet the State's target. No required action. | 97.1% | 96.20% |
| 2 Ext IFSP | Infants and Toddlers with IFSPs who receive services in natural environments | | 92.50% | 99.0% | Met | Data meet the State's target. No required action. | N/A | N/A |
| 3A | Birth - 4 Outcomes: Use of social – emotional skills | 1. Exits with substantial growth | 64.23% | 59.89% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 53.02% | N/A |
| | | 2. Exits within age expectations | 65.12% | 67.12% | Met | Required actions, if applicable, were identified in Preliminary Report Card. | 60.17% | N/A |
| 3B | Birth - 4 Outcomes: Use of knowledge and skills | 1. Exits with substantial growth | 69.08% | 53.59% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 44.41% | N/A |
| | | 2. Exits within age expectations | 61.42% | 44.07% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 35.33% | N/A |
| 3C | Birth - 4 Outcomes: Use of appropriate behaviors | 1. Exits with substantial growth | 72.98% | 62.07% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 55.59% | N/A |
| | | 2. Exits within age expectations | 56.92% | 49.49% | Not Met | Required actions, if applicable, were identified in Preliminary Report Card. | 42.17% | N/A |
| 4A | Families who report EIS helped them know their rights | | 83.00% | 95.5% | Met | Data meet the State's target. No required action. | 96.6% | 97.0% |
| 4B | Families who report EIS helped them communicate their child's needs | | 81.20% | 96.1% | Met | Data meet the State's target. No required action. | 96.5% | 96.90% |
| 4C | Families who report EIS helped them help their children develop and learn | | 89.50% | 96.0% | Met | Data meet the State's target. No required action. | 96.3% | 98.00% |
| 5 | Children birth to one served as a percentage of the population birth to one | | 1.51% | 1.12% | Not Met | Target not met. Improvement Plan required. | 1.60% | 1.78% |

| Part C Annual SPP Performance Report | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPP/APR Indicators<br>Results Indicator Compliance Indicator | | FFY 2014 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2013 | FFY 2012 |
| 6 | **Children birth to three served as a percentage of the population birth to 3** | 3.05% | 2.72% | Not Met | Target not met. Improvement Plan required. | 3.22% | 3.09% |
| 1 | **Timely Delivery of IFSP Services** | 100% | 94.35% | Not Met | Correction of noncompliance must occur. | 91.87% | 92.80% |
| 7 | **Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral** | 100% | 96.07% | Not Met | Correction of noncompliance must occur. | 98.86% | 91.50% |
| 8A | **Percentage of toddlers exiting Part C for whom an IFSP was developed at least 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8B | **Percentage of toddlers for whom the LEA was notified of potential Part B eligibility at least 90 days prior to the third birthday** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |
| 8C | **Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday** | 100% | 98.69% | Not Met | Correction of noncompliance must occur. | 99.63% | 99.30% |
| | **Correction of Noncompliance** | 100% | 100% | Met | Compliant. No required action. | 100% | 100% |

## LSS/LITP Report Card Code Definitions

**Part B**

**Indicators 4, 9, and 10**

- '--*--' = Weighted Risk Ratio cannot be calculated; 0 students in Special Education and the Comparison Group

**Indicator 8**

- '--' = 3-5 years old, ≤ 5 students in the category
- '--' = 6-21 years old, ≤ 10 students in the category

**Part C and Part B**

**All Indicators**

- 'NVR' = Data not submitted, or data not valid and reliable
- '0' = No infants, toddlers or students in that category