



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 22, 2021

Honorable Karen B. Salmon
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street, 7th floor
Baltimore, Maryland 21201

Dear Superintendent Salmon:

I am writing to advise you of the U.S. Department of Education's (Department) 2021 determination under sections 616 and 642 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Maryland meets the requirements and purposes of Part C of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2019 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

With the FFY 2019 SPP/APR submission, the Office of Special Education Programs (OSEP) requested that States and Entities report whether and how the data collection for any indicator was impacted by the COVID-19 pandemic. Specifically, OSEP requested that States and Entities include in the narrative for each impacted indicator: (1) the impact on data completeness, validity, and/or reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's or Entity's ability to collect and verify the data for the indicator; and (3) any steps the State or Entity took to mitigate the impact of COVID-19 on the data collection and verification. OSEP appreciates States' and Entities' level of transparency regarding the impact of COVID-19 on the data reported in the FFY 2019 SPP/APR. When making determination decisions for 2021, OSEP considered all information submitted that related to the impact of the COVID-19 pandemic. For 2021 determinations, no State or Entity received a determination of "Needs Intervention" due solely to data impacted by COVID-19.

Your State's 2021 determination is based on the data reflected in the State's "2021 Part C Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) Results Components and Appendices that include scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

(5) the State’s Determination.

The RDA Matrix is further explained in a document, entitled “How the Department Made Determinations under Sections 616(d) and 642 of the Individuals with Disabilities Education Act in 2021: Part C” (HTDMD).

OSEP is continuing to use both results data and compliance data in making the Department’s determinations in 2021, as it did for Part C determinations in 2015-2020. (The specifics of the determination procedures and criteria are set forth in the HTDMD and reflected in the RDA Matrix for your State.) For 2021, the Department’s IDEA Part C determinations continue to include consideration of each State’s Child Outcomes data, which measure how children who receive Part C services are improving functioning in three outcome areas that are critical to school readiness:

- positive social-emotional skills;
- acquisition and use of knowledge and skills (including early language/communication); and
- use of appropriate behaviors to meet their needs.

Specifically, the Department considered the data quality and the child performance levels in each State’s Child Outcomes FFY 2019 data.

You may access the results of OSEP’s review of your State’s SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your State-specific log-on information at <https://emaps.ed.gov/suite/>. When you access your State’s SPP/APR on the site, you will find, in Indicators 1 through 10, the OSEP Response to the indicator and any actions that the State is required to take. The actions that the State is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find all of the following important documents saved as attachments:

- (1) the State’s RDA Matrix;
- (2) the HTDMD document;
- (3) a spreadsheet entitled “2021 Data Rubric Part C,” which shows how OSEP calculated the State’s “Timely and Accurate State-Reported Data” score in the Compliance Matrix; and
- (4) a document entitled “Dispute Resolution 2019-2020,” which includes the IDEA section 618 data that OSEP used to calculate the State’s “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, the State’s 2021 determination is Meets Requirements. A State’s 2021 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Specific Conditions on the State’s last three IDEA Part C grant awards (for FFYs 2018, 2019, and 2020), and those Specific Conditions are in effect at the time of the 2021 determination.

States were required to submit Phase III Year Five of the SSIP by April 1, 2021. OSEP appreciates the State’s ongoing work on its SSIP and its efforts to improve results for infants and toddlers with disabilities and their families. We have carefully reviewed and responded to your

submission and will provide additional feedback in the upcoming weeks. Additionally, OSEP will continue to provide technical assistance to your State as it implements the SSIP, which is due on February 1, 2022.

As a reminder, your State must report annually to the public, by posting on the State lead agency's website, on the performance of each early intervention service (EIS) program located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its FFY 2019 SPP/APR. In addition, your State must:

- (1) review EIS program performance against targets in the State's SPP/APR;
- (2) determine if each EIS program "meets the requirements" of Part C, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part C of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each EIS program of its determination.

Further, your State must make its SPP/APR available to the public by posting it on the State lead agency's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes the State's determination letter and SPP/APR, OSEP attachments, and all State attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates the State's efforts to improve results for infants and toddlers with disabilities and their families and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



David Cantrell, PhD

Acting Director

Office of Special Education Programs

cc: State Part C Coordinator

Maryland

2021 Part C Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

| Percentage (%) | Determination |
|----------------|--------------------|
| 87.5 | Meets Requirements |

Results and Compliance Overall Scoring

| | Total Points Available | Points Earned | Score (%) |
|-------------------|------------------------|---------------|-----------|
| Results | 8 | 6 | 75 |
| Compliance | 14 | 14 | 100 |

I. Results Component — Data Quality

| | |
|--|----------|
| Data Quality Total Score (completeness + anomalies) | 3 |
|--|----------|

(a) Data Completeness: The percent of children included in your State's 2018 Outcomes Data (Indicator C3)

| | |
|---|-------------|
| Number of Children Reported in Indicator C3 (i.e. outcome data) | 4914 |
| Number of Children Reported Exiting in 618 Data (i.e. 618 exiting data) | 10486 |
| Percentage of Children Exiting who are Included in Outcome Data (%) | 46.86 |
| Data Completeness Score² | 1 |

(b) Data Anomalies: Anomalies in your State's FFY 2019 Outcomes Data

| | |
|---|----------|
| Data Anomalies Score³ | 2 |
|---|----------|

II. Results Component — Child Performance

| | |
|---|----------|
| Child Performance Total Score (state comparison + year to year comparison) | 3 |
|---|----------|

(a) Comparing your State's 2019 Outcomes Data to other State's 2019 Outcomes Data

| | |
|--|----------|
| Data Comparison Score⁴ | 1 |
|--|----------|

(b) Comparing your State's FFY 2019 data to your State's FFY 2018 data

| | |
|---|----------|
| Performance Change Score⁵ | 2 |
|---|----------|

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2021: Part C."

² Please see Appendix A for a detailed description of this calculation.

³ Please see Appendix B for a detailed description of this calculation.

⁴ Please see Appendix C for a detailed description of this calculation.

⁵ Please see Appendix D for a detailed description of this calculation.

| Summary Statement Performance | Outcome A: Positive Social Relationships SS1 (%) | Outcome A: Positive Social Relationships SS2 (%) | Outcome B: Knowledge and Skills SS1 (%) | Outcome B: Knowledge and Skills SS2 (%) | Outcome C: Actions to Meet Needs SS1 (%) | Outcome C: Actions to Meet Needs SS2 (%) |
|-------------------------------|--|--|---|---|--|--|
| FFY 2019 | 60.89 | 45.81 | 64.43 | 42.76 | 65.95 | 43.2 |
| FFY 2018 | 56.58 | 46.44 | 60.33 | 43.5 | 62.69 | 43.32 |

2021 Part C Compliance Matrix

| Part C Compliance Indicator ¹ | Performance (%) | Full Correction of Findings of Noncompliance Identified in FFY 2018 | Score |
|--|-----------------|---|-------|
| Indicator 1: Timely service provision | 98.35 | Yes | 2 |
| Indicator 7: 45-day timeline | 97.6 | Yes | 2 |
| Indicator 8A: Timely transition plan | 99.14 | Yes | 2 |
| Indicator 8B: Transition notification | 100 | N/A | 2 |
| Indicator 8C: Timely transition conference | 99.11 | Yes | 2 |
| Timely and Accurate State-Reported Data | 100 | | 2 |
| Timely State Complaint Decisions | N/A | | N/A |
| Timely Due Process Hearing Decisions | N/A | | N/A |
| Longstanding Noncompliance | | | 2 |
| Specific Conditions | None | | |
| Uncorrected identified noncompliance | None | | |

¹ The complete language for each indicator is located in the Part C SPP/APR Indicator Measurement Table at: https://sites.ed.gov/idea/files/1820-0578_Part_C_SPP_APR_Measurement_Table_2021_final.pdf

Appendix A

I. (a) Data Completeness:

The Percent of Children Included in your State's 2019 Outcomes Data (Indicator C3)

Data completeness was calculated using the total number of Part C children who were included in your State's FFY 2018 Outcomes Data (C3) and the total number of children your State reported in its FFY 2019 IDEA Section 618 data. A percentage for your State was computed by dividing the number of children reported in your State's Indicator C3 data by the number of children your State reported exited during FFY 2019 in the State's FFY 2018 IDEA Section 618 Exit Data.

| Data Completeness Score | Percent of Part C Children included in Outcomes Data (C3) and 618 Data |
|-------------------------|--|
| 0 | Lower than 34% |
| 1 | 34% through 64% |
| 2 | 65% and above |

Appendix B

I. (b) Data Quality: Anomalies in Your State's FFY 2019 Outcomes Data

This score represents a summary of the data anomalies in the FFY 2019 Indicator 3 Outcomes Data reported by your State. Publicly available data for the preceding four years reported by and across all States for each of 15 progress categories under Indicator 3 (in the FFY 2015 – FFY 2018 APRs) were used to determine an expected range of responses for each progress category under Outcomes A, B, and C. For each of the 15 progress categories, a mean was calculated using the publicly available data and a lower and upper scoring percentage was set 1 standard deviation above and below the mean for category a and 2 standard deviations above and below the mean for categories b through e¹². In any case where the low scoring percentage set from 1 or 2 standard deviations below the mean resulted in a negative number, the low scoring percentage is equal to 0.

If your State's FFY 2019 data reported in a progress category fell below the calculated "low percentage" or above the "high percentage" for that progress category for all States, the data in that particular category are statistically improbable outliers and considered an anomaly for that progress category. If your State's data in a particular progress category was identified as an anomaly, the State received a 0 for that category. A percentage that is equal to or between the low percentage and high percentage for each progress category received 1 point. A State could receive a total number of points between 0 and 15. Thus, a point total of 0 indicates that all 15 progress categories contained data anomalies and a point total of 15 indicates that there were no data anomalies in all 15 progress categories in the State's data. An overall data anomalies score of 0, 1, or 2 is based on the total points awarded.

| | |
|------------------|-------------------------------|
| Outcome A | Positive Social Relationships |
| Outcome B | Knowledge and Skills |
| Outcome C | Actions to Meet Needs |

| | |
|-------------------|---|
| Category a | Percent of infants and toddlers who did not improve functioning |
| Category b | Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers |
| Category c | Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it |
| Category d | Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers |
| Category e | Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers |

| Outcome\Category | Mean | StDev | -1SD | +1SD |
|-----------------------------|-------------|--------------|-------------|-------------|
| Outcome A\Category a | 1.92 | 3.89 | -1.97 | 5.81 |
| Outcome B\Category a | 1.57 | 3.8 | -2.23 | 5.37 |
| Outcome C\Category a | 1.59 | 4.08 | -2.5 | 5.67 |

¹ Numbers shown as rounded for display purposes.

² Values based on data for States with summary statement denominator greater than 199 exitters.

| Outcome\ Category | Mean | StDev | -2SD | +2SD |
|--------------------------|-------------|--------------|-------------|-------------|
| Outcome A\ Category b | 21.97 | 8.54 | 4.88 | 39.06 |
| Outcome A\ Category c | 19.3 | 11.78 | -4.26 | 42.87 |
| Outcome A\ Category d | 27.98 | 8.84 | 10.3 | 45.65 |
| Outcome A\ Category e | 28.83 | 14.91 | -1 | 58.65 |
| Outcome B\ Category b | 23.29 | 9.59 | 4.12 | 42.47 |
| Outcome B\ Category c | 27.53 | 11.32 | 4.89 | 50.17 |
| Outcome B\ Category d | 33.46 | 7.84 | 17.79 | 49.13 |
| Outcome B\ Category e | 14.15 | 9.17 | -4.2 | 32.49 |
| Outcome C\ Category b | 18.98 | 7.98 | 3.01 | 34.95 |
| Outcome C\ Category c | 21.89 | 11.87 | -1.86 | 45.64 |
| Outcome C\ Category d | 35.32 | 8.08 | 19.17 | 51.47 |
| Outcome C\ Category e | 22.22 | 14.63 | -7.04 | 51.48 |

| Data Anomalies Score | Total Points Received in All Progress Areas |
|-----------------------------|--|
| 0 | 0 through 9 points |
| 1 | 10 through 12 points |
| 2 | 13 through 15 points |

Data Quality: Anomalies in Your State's FFY 2019 Outcomes Data

| | |
|--|-------------|
| Number of Infants and Toddlers with IFSP's Assessed in your State | 4914 |
|--|-------------|

| Outcome A — Positive Social Relationships | Category a | Category b | Category c | Category d | Category e |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| State Performance | 24 | 1582 | 1057 | 1443 | 808 |
| Performance (%) | 0.49 | 32.19 | 21.51 | 29.37 | 16.44 |
| Scores | 1 | 1 | 1 | 1 | 1 |

| Outcome B — Knowledge and Skills | Category a | Category b | Category c | Category d | Category e |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| State Performance | 35 | 1507 | 1271 | 1522 | 579 |
| Performance (%) | 0.71 | 30.67 | 25.86 | 30.97 | 11.78 |
| Scores | 1 | 1 | 1 | 1 | 1 |

| Outcome C — Actions to Meet Needs | Category a | Category b | Category c | Category d | Category e |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| State Performance | 22 | 1532 | 1237 | 1773 | 350 |
| Performance (%) | 0.45 | 31.18 | 25.17 | 36.08 | 7.12 |
| Scores | 1 | 1 | 1 | 1 | 1 |

| | Total Score |
|---------------------|--------------------|
| Outcome A | 5 |
| Outcome B | 5 |
| Outcome C | 5 |
| Outcomes A-C | 15 |

| | |
|-----------------------------|----------|
| Data Anomalies Score | 2 |
|-----------------------------|----------|

Appendix C

II. (a) Comparing Your State's 2019 Outcomes Data to Other States' 2019 Outcome Data

This score represents how your State's FFY 2019 Outcomes data compares to other States' FFY 2019 Outcomes Data. Your State received a score for the distribution of the 6 Summary Statements for your State compared to the distribution of the 6 Summary Statements in all other States. The 10th and 90th percentile for each of the 6 Summary Statements was identified and used to assign points to performance outcome data for each Summary Statement¹. Each Summary Statement outcome was assigned 0, 1, or 2 points. If your State's Summary Statement value fell at or below the 10th percentile, that Summary Statement was assigned 0 points. If your State's Summary Statement value fell between the 10th and 90th percentile, the Summary Statement was assigned 1 point, and if your State's Summary Statement value fell at or above the 90th percentile the Summary Statement was assigned 2 points. The points were added up across the 6 Summary Statements. A State can receive a total number of points between 0 and 12, with 0 points indicating all 6 Summary Statement values were at or below the 10th percentile and 12 points indicating all 6 Summary Statements were at or above the 90th percentile. An overall comparison Summary Statement score of 0, 1, or 2 was based on the total points awarded.

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Scoring Percentages for the 10th and 90th Percentile for Each Outcome and Summary Statement, FFY 2019

| Percentiles | Outcome A SS1 | Outcome A SS2 | Outcome B SS1 | Outcome B SS2 | Outcome C SS1 | Outcome C SS2 |
|-------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 10 | 45.87% | 37.59% | 54.17% | 29.32% | 55.83% | 37.57% |
| 90 | 83.39% | 69.62% | 81.86% | 55.63% | 86.62% | 76.68% |

| Data Comparison Score | Total Points Received Across SS1 and SS2 |
|-----------------------|--|
| 0 | 0 through 4 points |
| 1 | 5 through 8 points |
| 2 | 9 through 12 points |

Your State's Summary Statement Performance FFY 2019

| Summary Statement (SS) | Outcome A: Positive Social Relationships SS1 | Outcome A: Positive Social Relationships SS2 | Outcome B: Knowledge and Skills SS1 | Outcome B: Knowledge and Skills SS2 | Outcome C: Actions to meet needs SS1 | Outcome C: Actions to meet needs SS2 |
|------------------------|--|--|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| Performance (%) | 60.89 | 45.81 | 64.43 | 42.76 | 65.95 | 43.2 |
| Points | 1 | 1 | 1 | 1 | 1 | 1 |

| | |
|---|----------|
| Total Points Across SS1 and SS2(*) | 6 |
|---|----------|

| | |
|---|----------|
| Your State's Data Comparison Score | 1 |
|---|----------|

¹ Values based on data for States with summary statement denominator greater than 199 exiters.

Appendix D

II. (b) Comparing your State’s FFY 2019 data to your State’s FFY 2018 data

The Summary Statement percentages in each Outcomes Area from the previous year’s reporting (FFY 2018) is compared to the current year (FFY 2019) using the test of proportional difference to determine whether there is a statistically significant (or meaningful) growth or decline in child achievement based upon a significance level of $p \leq .05$. The data in each Outcome Area is assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase across the years. The scores from all 6 Outcome Areas are totaled, resulting in a score from 0 - 12.

Test of Proportional Difference Calculation Overview

The summary statement percentages from the previous year’s reporting were compared to the current year using an accepted formula (test of proportional difference) to determine whether the difference between the two percentages is statistically significant (or meaningful), based upon a significance level of $p \leq .05$. The statistical test has several steps.

Step 1: Compute the difference between the FFY 2019 and FFY 2018 summary statements.

e.g. $C3A\ FFY2019\% - C3A\ FFY2018\% = \text{Difference in proportions}$

Step 2: Compute the standard error of the difference in proportions using the following formula which takes into account the value of the summary statement from both years and the number of children that the summary statement is based on¹

$$\sqrt{\left(\frac{FFY2018\% * (1 - FFY2018\%)}{FFY2018_N} + \frac{FFY2019\% * (1 - FFY2019\%)}{FFY2019_N}\right)} = \text{Standard Error of Difference in Proportions}$$

Step 3: The difference in proportions is then divided by the standard error of the difference to compute a z score.

$\text{Difference in proportions} / \text{standard error of the difference in proportions} = z \text{ score}$

Step 4: The statistical significance of the z score is located within a table and the p value is determined.

Step 5: The difference in proportions is coded as statistically significant if the p value is it is less than or equal to .05.

Step 6: Information about the statistical significance of the change and the direction of the change are combined to arrive at a score for the summary statement using the following criteria

0 = statistically significant decrease from FFY 2018 to FFY 2019

1 = No statistically significant change

2= statistically significant increase from FFY 2018 to FFY 2019

Step 7: The score for each summary statement and outcome is summed to create a total score with a minimum of 0 and a maximum of 12. The score for the test of proportional difference is assigned a score for the Indicator 3 Overall Performance Change Score based on the following cut points:

| Indicator 2 Overall Performance Change Score | Cut Points for Change Over Time in Summary Statements Total Score |
|--|---|
| 0 | Lowest score through 3 |
| 1 | 4 through 7 |
| 2 | 8 through highest |

¹Numbers shown as rounded for display purposes.

| Summary Statement/ Child Outcome | FFY 2018 N | FFY 2018 Summary Statement (%) | FFY 2019 N | FFY 2019 Summary Statement (%) | Difference between Percentages (%) | Std Error | z value | p-value | p<=.05 | Score: 0 = significant decrease 1 = no significant change 2 = significant increase |
|--|------------|---|------------|---|---|-----------|---------|---------|--------|--|
| SS1/Outcome A: Positive Social Relationships | 5672 | 56.58 | 4106 | 60.89 | 4.31 | 0.0101 | 4.2823 | <.0001 | Yes | 2 |
| SS1/Outcome B: Knowledge and Skills | 6090 | 60.33 | 4335 | 64.43 | 4.1 | 0.0096 | 4.2714 | <.0001 | Yes | 2 |
| SS1/Outcome C: Actions to meet needs | 6425 | 62.69 | 4564 | 65.95 | 3.26 | 0.0093 | 3.5216 | 0.0004 | Yes | 2 |
| SS2/Outcome A: Positive Social Relationships | 7020 | 46.44 | 4914 | 45.81 | -0.63 | 0.0093 | -0.6805 | 0.4962 | No | 1 |
| SS2/Outcome B: Knowledge and Skills | 7020 | 43.5 | 4914 | 42.76 | -0.75 | 0.0092 | -0.8131 | 0.4161 | No | 1 |
| SS2/Outcome C: Actions to meet needs | 7020 | 43.32 | 4914 | 43.2 | -0.12 | 0.0092 | -0.1259 | 0.8998 | No | 1 |

| | |
|--|----------|
| Total Points Across SS1 and SS2 | 9 |
|--|----------|

| | |
|--|----------|
| Your State's Performance Change Score | 2 |
|--|----------|