



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 13

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

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	-	90.23%	-	-	-	-	-
State Target:	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
State Results:	-	-	93.99%	-	-	-	-
State Total# of Students:	-	-	21686	-	-	-	-
State Indicator Measurement:	-	-	20383	-	-	-	-

Narrative Description of Indicator

To collect the data required to establish a baseline during FFY 2005 (July 1, 2005 - June 30, 2006) MSDE will evaluate the feasibility and validity of existing data sources in order to identify the procedures the State and LSS shall use to gather the required data. DSE/EIS will solicit participation and input from a variety of stakeholders, including DSE/EIS, CTAL, and DORS staff members, LSS transition coordinators, local directors of special education, advocates, SESAC members, and the IDEA Partnership Team to review existing sources of data, methods of data collection and reporting in order to assure the collection of accurate, valid, and reliable data. Information and existing procedures to consider include, but are not limited to the consideration of:

- Modification of the SSIS to add a data field to identify transition goals and activities on the IEP of students with disabilities, age 16 and older;
- Review of self-assessment, validation, verification, and monitoring results, including findings as the result of due process hearings, and written complaints relative to IEP content of transition goals and activities. This review will document whether there is non-compliance in this area;
- Participation of transition specialists on on-site monitoring teams;
- Review of LSS policies and procedures relative to secondary transition; and
- Data from the Maryland Exit Document on transition goals and activities.

To evaluate the efficacy of various data sources Maryland will review transition probes within the State's policies and procedures to assure it includes appropriate secondary transition probes that will lead to accurate, valid, and reliable data. This includes the following documentation:

- A statement of the transition service needs of the student that focuses on the student's course of study;
- Measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment, and, when appropriate independent living skills;
- A description of transition services;
- Course of study;
- Student preferences and interests are included;
- Strategies to promote access to and progress in academic (e.g. math, language arts, science, etc.) and nonacademic content (e.g. career development, community access, travel training, etc.) are incorporated into transition planning; and
- Plans for collaboration with other agencies to ensure the delivery of transition services are incorporated in transition planning.

Other Data for this Indicator

Maryland did not meet the target of 100% established by OSEP for this Indicator, but did show a 12% improvement (94%) over the FFY 2005 (2005-2006) 82% compliance. Division data management and program staff worked closely with local school system staff to ensure the integrity of the data reported for FFY 2006. In FFY 2005 MSDE identified one finding of noncompliance related to the failure to meet the transition requirements in student IEPs. The finding was corrected within one year of identification. See Indicator 15 for additional details. Support and technical assistance provided by Division staff to local school system staff will continue as part of ongoing improvement activities to maintain accurate reporting of local data, and to address issues that surface as the web-based IEP is implemented and data is electronically captured and submitted on a more real-time, as opposed to one-time annual, basis. Local school systems not meeting compliance are required to correct noncompliance within one year.