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 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Allegany County Public Schools (ACPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the ACPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the ACPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Sheree Witt
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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

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

Allegany County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	67.69%	Met	Data meets the State target. No required action.	6.67%	20.69%
									24.00%
2	Students with IEPs dropping out (Option 2 leaver rate data based on SY 13-14)			≤4.47%	5.92%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	5.34%	≤3.00
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology	70.34%	63.50%
			Reading	33.00%	TBD	NA		73.12%	73.91%
		4	Mathematics	33.00%	TBD	NA		69.63%	82.40%
			Reading	34.15%	TBD	NA		71.74%	83.20%
		5	Mathematics	33.45%	TBD	NA		52.76%	56.07%
			Reading	34.05%	TBD	NA		80.31%	81.31%
		6	Mathematics	32.25%	TBD	NA		42.11%	53.66%
			Reading	31.70%	TBD	NA		66.67%	62.65%
		7	Mathematics	22.55%	TBD	NA		38.75%	51.39%
			Reading	34.65%	TBD	NA		45.57%	68.92%
		8	Mathematics	33.05%	TBD	NA		32.35%	33.77%
			Reading	36.85%	TBD	NA		35.29%	44.87%

		HS	Mathematics	25.52%	TBD	NA		17.00%	22.37%
			Reading	32.20%	TBD	NA		23.08%	21.05%

FFY 2014 (SFY 2015) Part B Indicators

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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* ---No suspension of disabled or nondisabled students		< 2.0	0.53%	Met	Data meets the State target. No required action.	1.05%	2.75%*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* --*--No suspension of disabled or nondisabled students		< 2.0	--*--	Met	Data meets the State target. No required action.	0.00	0.00
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	85.09%	Met	Data meets the State target. No required action.	83.65%	82.55%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	6.81%	Met	Data meets the State target. No required action.	7.76%	7.94%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	6.47%	Not Met	Data does not meet the State target. Improvement plan required.	6.03%	5.32%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	85.61%	Met	Data meets the State target. No required action.	85.21%	77.08%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	2.16%	Met	Data meets the State target. No required action.	1.41%	1.39%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	68.97%	Met	Change in methodology. No required action.	32.26%	57.60%
7A	Age 3-5 Outcomes: Use of social – emotional skills	2. Exits within age expectations	67.80%	63.64%	Not Met	Change in methodology. No required action.	61.82%	70.40%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	66.67%	Not Met	Change in methodology. No required action.	55.26%	61.40%
7B	Age 3-5 Outcomes: Use of knowledge and skills	2. Exits within age expectations	57.10%	45.45%	Not Met	Change in methodology. No required action.	56.36%	57.40%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	72.97%	Met	Change in methodology. No required action.	35.48%	50.00%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	2. Exits within age expectations	65.50%	59.09%	Not Met	Change in methodology. No required action.	54.55%	55.60%
8A	Parent Survey	Age 3-5	47.00%	NA	NA	Data does not meet the State target.	51.00%	33.00%

14	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**	Age 6-21	**39.00%**	71.00%	Met	Improvement plan required.	51.00%	41.00%
		A. Higher Ed. w/in 1 year of leaving HS	**23.00%**	6.58%	Not Met	Data does not meet the State target. Improvement Plan required.	21.62%	
		B. Higher Ed. or employed w/in 1 year of leaving HS	**49.00%**	42.11%	Not Met	Data does not meet the State target. Improvement Plan required.	55.41%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	44.74%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30*** **--*--No suspension of disabled or nondisabled students**	*Amer Indian/Alaska Native*	**< 2.0**	0.00	Met	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.00	Met		0.00%	0.00%
		Black or African American	**< 2.0**	3.80*	Not Met		0.00%	8.62%*
		Native Haw/Pacific Islander	**< 2.0**	--*--	Met		0.00%	0.00%
		White	**< 2.0**	0.44	Met		1.17%	2.45%*
		2 or more races	**< 2.0**	0.00	Met		0.00%	4.79%*
		Hispanic	**< 2.0**	0.00	Met		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No**				No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.11%	Met	No significant disproportionate representation. No required action.	1.37%	1.11%
		Asian	**< 2.0**	0.42%	Met		0.48%	0.62%
		Black, African American	**< 2.0**	1.05%	Met		1.21%	1.20%
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	1.10%	Met		1.01%	0.96%
		2 or more races	**< 2.0**	1.34%	Met		1.11%	1.00%
		Hispanic	**< 2.0**	0.84%	Met		0.77%	0.86%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No (0%)	Met		**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	99.27%	Not Met	Data does not meet the State target. Improvement Plan required	97.18%	99.70%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.35%	0.00%	0.00%	0.00%	2.99*	Disproportionate representation exists. Corrective action plan required.
		Asian	0.00%	0.39%	0.00%	0.00%	2.13%*	0.43%	
		Black/African American	2.50%	0.95%	4.01%*	0.51%	0.94%	1.11%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.41%	1.28%	0.57%	1.38%	1.54%	1.08%	
		2 or more races	0.44%	0.63%	0.63%	2.22%*	0.38%	2.20%*	
		Hispanic	1.45%	0.97%	0.00%	1.67%	0.00%	0.50%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.** **--*--Insufficient cell size**	**American Indian/Alaska Native**	0.00%	2.39%*	0.00%	0.00%	0.00%	2.70*	No disproportionality representation identified. No Required action.
		Asian	0.00%	0.67%	0.00%	0.00%	5.28%*	0.00%	
		Black/African American	1.94%	1.04%	4.65%*	0.64%	0.41%	1.45%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.53%	1.11%	0.48%	1.55%	1.65%	0.90%	
		2 or more races	0.47%	0.90%	0.66%	1.42%	0.42%	1.70%	
		Hispanic	1.57%	0.83%	0.00%	1.26%	0.00%	0.69%	
		Disproportionate representation is due to inappropriate identification							

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 (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%	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%

Part C Annual SPP Performance Report							
SPP/APR Indicators 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%	4.04%	Met	Data meet the State's target. No required action.	4.27%	4.67%
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

Congratulations!

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Anne Arundel County Public Schools (AACPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the AACPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the AACPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Bobbi Pedrick
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) / 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)
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 Full Compliance = 100%	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)
Substantial Compliance = 95%			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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Anne Arundel County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	60.86%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	53.75%	53.79%
									60.09%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 14-15)			≤4.47%	3.84%	Met	Data meets the State target. No required action	5.70%	5.70%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	57.71%	63.03%
			Reading	33.00%	TBD	NA		65.92%	72.41%
		4	Mathematics	33.00%	TBD	NA		60.19%	69.34%
			Reading	34.15%	TBD	NA		69.49%	75.81%
		5	Mathematics	33.45%	TBD	NA		51.41%	61.99%
			Reading	34.05%	TBD	NA		74.38%	75.00%
		6	Mathematics	32.25%	TBD	NA		35.15%	39.26%
			Reading	31.70%	TBD	NA		54.57%	55.84%
		7	Mathematics	22.55%	TBD	NA		23.30%	48.19%
			Reading	34.65%	TBD	NA		46.07%	61.12%
		8	Mathematics	33.05%	TBD	NA		23.90%	26.00%
			Reading	36.85%	TBD	NA		38.59%	49.42%
		HS	Mathematics	25.52%	TBD	NA		55.12%	57.81%
			Reading	32.20%				50.37%	60.30%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014				Previous Results	
			State Target	Local Results	Target Met	Action Required	FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30*		<2.0	1.02%	Met	Data meets the State target. No required action.	0.33%	0.31%
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30*		<2.0	1.09%	Met	Data meets the State target. No required action.	1.34%	1.28%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	73.45%	Met	Data meets the State target. No required action.	73.11%	71.71%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	10.59%	Met	Data meets the State target. No required action.	10.45%	10.71%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	6.13%	Met	Data meets the State target. No required action.	6.27%	6.77%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	52.26%	Not Met	Data does not meet the State target. Improvement plan required.	47.00%	41.68%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	15.75%	Met	Data meets the State target. No required action.	19.72%	25.99%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	65.02%	Not Met	Change in methodology. No required action.	78.89%	83.10%
7A		2. Exits within age expectations	67.80%	62.57%	Not Met		67.42%	74.10%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	61.40%	Not Met	Change in methodology. No required action.	78.59%	85.50%
7B		2. Exits within age expectations	57.10%	49.74%	Not Met		64.93%	69.70%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	60.66%	Not Met	Change in methodology. No required action.	74.13%	80.80%
7C		2. Exits within age expectations	65.50%	61.34%	Not Met		70.36%	78.20%
8	Parent Survey	Age 3-5	47.00%	50.00%	Met	Data meets the State target. No required action.	53.00%	45.00%
8		Age 6-21	39.00%	39.00%	Met		40.00%	41.00%
14	Percent of youth who are no longer in	A. Higher Ed. w/in 1 year of leaving HS	23.00%	17.81%	Not Met	Data does not meet the State target. Improvement Plan required.	20.63%	

	secondary school, had IEPs in effect at the time they left school, and were:	B. Higher Ed. or employed w/in 1 year of leaving HS	49.00%	41.41%	Not Met	Data does not meet the State target. Improvement Plan required.	52.78%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	55.00%	52.17%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**<2.0**	0.00	Met	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**<2.0**	0.00	Met		0.00%	0.00%
		Black or African American	**<2.0**	2.35*	NA		1.75%	1.20%
		Native Haw/Pacific Islander	**<2.0**	0.00	Met		0.00%	0.00%
		White	**<2.0**	0.47	Met		0.39%	0.28%
		2 or more races	**<2.0**	0.99	Met		1.28%	1.33%
		Hispanic	**<2.0**	1.09	Met		0.00%	0.38%
		Policies/procedures/ Practices contribute to the discrepancy	**No**				No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**<2.0**	0.98	Met	No significant disproportionate representation. No required action.	0.85%	0.73%
		Asian	**<2.0**	0.45	Met		0.44%	0.44%
		Black, African American	**<2.0**	1.57	Met		1.61%	1.57%
		Native Haw/Pacific Islander	**<2.0**	0.96	Met		0.86%	0.95%
		White	**<2.0**	0.78	Met		0.79%	0.81%
		2 or more races	**<2.0**	0.90	Met		0.83%	0.90%
		Hispanic	**<2.0**	0.85	Met		0.79%	0.78%
		Disproportionate representation is due to inappropriate identification	**No (0)**	No (0)	Met		**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	99.18%	Not Met	Substantially compliant. Improvement Plan Required.	98.41%	99.34%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	99.14%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.93%	1.05%	2.65%*	0.30%	1.53%	0.56%	Disproportionate representation exists. Corrective action plan required.
	Asian	0.79%	0.32%	0.38%	0.45%	0.94%	0.16%	
	Black/African American	1.80%	1.87%	2.13%	1.02%	1.25%	1.90%	
	Native Hawaiian/ Pacific Islander	0.96%	1.24%	2.72%*	0.63%	0.39%	0.86%	
	White	0.67%	0.56%	0.66%	1.08%	0.96%	0.80%	
	2 or more races	0.36%	0.81%	1.04%	1.06%	0.74%	1.08%	
	Hispanic	0.87%	1.19%	0.47%	1.03%	0.70%	0.53%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.88%	1.06%	0.67%	0.64%	1.27%	0.59%	No disproportionality representation identified. No Required action.
	Asian	0.73%	0.27%	0.32%	0.70%	0.92%	0.12%	
	Black/African American	2.05%	2.02%	2.22%	1.01%	1.12%	1.85%	
	Native Hawaiian/ Pacific Islander	0.89%	0.92%	2.03%	0.33%	0.85%	0.90%	
	White	0.64%	0.56%	0.69%	1.04%	1.08%	0.84%	
	2 or more races	0.28%	0.76%	1.35%	0.82%	0.76%	0.98%	
	Hispanic	0.72%	1.06%	0.32%	1.08%	0.67%	0.52%	
	Disproportionate representation is due to inappropriate identification							

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 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 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 11, 2016

Dr. S. Dallas Dance
Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

Dear Dr. Dance:

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria*, and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Baltimore County Public Schools (BCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the BCPS has achieved the determination status of **"Needs Assistance, Year Ten."**

For the last ten (10) consecutive years, the BCPS determination status has been "Needs Assistance." Historically, this represents inconsistent performance and a challenge to sustain targets met. The BCPS and the DSE/EIS will jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The BCPS Office of Special Education staff will be required to meet with the DSE/EIS personnel to identify the specific actions, assistance, and jointly develop a plan to assist the BCPS to "Meet Requirements." Mr. Paul Dunford, Branch Chief, Programmatic Support and Technical Assistance, will be contacting Rebecca Rider, Director, BCPS Office of Special Education to identify a data and time for this meeting.

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;

- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the BCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Rebecca Rider
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 3. LSS informed the State that it is unwilling to comply with the core requirements					

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 B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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 Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
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
1	Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 13-14)			≥59.19	64.33%	Met	Data meets the State target. Continue to implement Master Plan Improvement Strategies.	62.05%	58.53%
									64.39%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 13-14)			≤4.95%	4.93%	Met	Data meets the State target. Continue to implement Master Plan Improvement Strategies.	5.32%	5.32%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	NA			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	2.05%*	Not Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	3.24	2.50
4A	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	3.46%*	Not Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.79	0.95
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	66.85%	Not Met	Data does not meet the State target. Improvement Plan required.	64.37%	64.36%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	10.12%	Met	Data meets the State target. No required action.	11.49%	12.07%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	6.92%	Not Met	Data does not meet the State target. Improvement Plan required.	7.24%	7.32%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	73.03%	Met	Data meets the State target. No required action.	70.61%	73.38%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70	11.06%	Met	Data meets the State target. No required action.	13.65%	12.44%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	62.83%	Not Met	Change in methodology. No required action.	66.37%	65.3%
7A		2. Exits within age expectations	66.40%	60.34%	Not Met		69.81%	67.60%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	66.00%	62.95%	Not Met	Change in methodology. No required action.	67.86%	63.60%
7B		2. Exits within age expectations	55.70%	50.55%	Not Met		59.50%	58.20%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	61.50%	56.96%	Not Met	Change in methodology. No required action.	62.86%	57.10%
7C		2. Exits within age expectations	67.30%	56.68%	Not Met		64.21%	62.60%
8A	Parent Survey	Age 3-5	47%	46%	Not Met	Data did not meet the State target for 3-5. Improvement Plan required.	48.00%	44.00%
8A		Age 6-21	39%	40%	Met	Data met the State target for 6-21.	39.00%	40.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	24.18%	Met	Data meets the State target. No required action.		
14		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	49.41%	Met	Data meets the State target. No required action.		
14		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	59.74%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** ☐ Discrepancy exists in the category. **N size is < 30***	*Amer Indi/Alaska Native*	**<2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	3.77%*	Not Met		4.61	3.66
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	1.16%	Met		1.53	1.14
		2 or more races	**< 2.0**	1.95%	Met		1.02	0.83
		Hispanic	**< 2.0**	0.00%	Met		1.22	0.99
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No				
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** ☐ Disproportionate representation exists in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.02%	Met	Data met the State target. No required action.	1.06	1.04
		Asian	**< 2.0**	0.40%	Met		0.38	0.39
		Black, African American	**< 2.0**	1.28%	Met		1.27	1.27
		Native Haw/Pacific Islander	**< 2.0**	0.70%	Met		0.44	0.80
		White	**< 2.0**	0.94%	Met		0.98	1.00
		2 or more races	**< 2.0**	1.01%	Met		0.91	0.94
		Hispanic	**< 2.0**	0.88%	Met		0.86	0.87
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	99.29%	Not Met	Data does not meet State target. Improvement Plan required.	99.41%	98.41%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	99.45%	Not Met	Subsequent data demonstrated compliance through verification. No further action Required.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No further action required.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data does not meet State target. Improvement Plan required.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data does not meet State target. Improvement Plan required.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** ☐ **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	1.06%	0.98%	0.695	1.23%	0.20%	1.68%	Data meets the State target. No required action.
		Asian	0.71%	0.30%	0.07%	0.48%	0.84%	0.17%	
		Black/African American	1.75%	1.57%	1.80%	0.63%	1.00%	1.54%	
		Native Hawaiian/ Pacific Islander	0.00%	1.15%	0.00%	0.58%	0.00%	1.05%	
		White	0.73%	0.70%	0.99%	1.68%	1.16%	0.95%	
		2 or more races	0.91%	0.91%	1.26%	0.97%	0.94%	1.225	
		Hispanic	0.64%	1.16%	0.24%	0.95%	0.77%	0.53%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** ☐ **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	0.00%	0.98%	1.645	1.16%	0.635	1.72%	No significant disproportionate representation identified. No required action.
		Asian	0.68%	0.25%	0.07%	0.58%	0.72%	0.20%	
		Black/African American	1.58%	1.59%	1.75%	0.66%	0.97%	1.52%	
		Native Hawaiian/ Pacific Islander	0.99%	0.46%	0.00%	0.55%	0.00%	1.09%	
		White	0.81%	0.735	1.02%	1.55%	1.31%	0.98%	
		2 or more races	0.95%	0.76%	1.10%	1.07%	0.90%	1.05%	
		Hispanic	0.66%	1.12%	0.27%	0.97%	0.64%	0.54%	
		Disproportionate representation is due to inappropriate identification							

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 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 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

Congratulations!

March 11, 2016

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

Dear Dr. Curry: Dan

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Calvert County Public Schools (CCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2: Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Christina Harris
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

Calvert County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.34%	75.34%	Met	Data meet s the State target. No required action.	71.95%	68.67%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	≤ 3.00%	Met	Data meet s the State target. No required action.	≤ 3.00%	73.81%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	≤ 3.00%
		AMO for Math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	>95%
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	53.26	62.93%
			Reading	33.00%	TBD	NA		63.16	61.21%
		4	Mathematics	33.00%	TBD	NA		47.15	66.14%
			Reading	34.15%	TBD	NA		60.38	70.87%
		5	Mathematics	33.45%	TBD	NA		42.02	49.02%
			Reading	34.05%	TBD	NA		67.80	62.75%
		6	Mathematics	32.25%	TBD	NA		41.18	63.73%
			Reading	31.70%	TBD	NA		59.63	62.00%
		7	Mathematics	22.55%	TBD	NA		44.21	57.14%
			Reading	34.65%	TBD	NA		51.16	58.44%
		8	Mathematics	33.05%	TBD	NA		36.76	39.76%
			Reading	36.85%	TBD	NA		35.29	54.22%
		HS	Mathematics	25.52%	TBD	NA		60.26	67.47%
			Reading	32.20%	TBD	NA		55.00	67.95%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	0.00%	Met	Data meet s the State target. No required action.	0.31%	1.42%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	0.00%	Met	Data meets the State target. No required action	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	60.36%	Not Met	Data does not meet the State target. Improvement Plan required.	60.23%	56.65%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	9.55%	Met	Data meets the State target. No required action	9.86%	9.54%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	5.18%	Met	Data meets the State target. No required action	5.51%	6.09%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	61.86%	Not Met	Data does not meet the State target. Improvement Plan required.	76.05%	70.04%
6B	Aged 3-5 LRE: Separate School or Class		≤18.90%	23.31%	Not Met	Data does not meet the State target. Improvement Plan required.	10.65%	12.84%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	61.40%	Not Met	Change in methodology. No required action	69.39%	78.30%
		2. Exits within age expectations	67.80%	66.25%	Not Met		67.24%	76.9%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	66.23%	Not Met	Change in methodology. No required action	61.40%	71.7%
		2. Exits within age expectations	57.10%	43.75%	Not Met		51.72%	54.00%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	64.18%	Met	Change in methodology. No required action	62.50%	48.60%
		2. Exits within age expectations	65.50%	65.00%	Not Met		63.79%	58.00%
8A	Parent Survey	Age 3-5	47.00%	47.00%	Met	Data meets the State target. No required action.	59.00%	68.00%
		Age 6-21	39.00%	47.00%	Met		49.00%	37.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	28.00%	Met	Data meets the State target. No required action.	30.23%	
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	72.00%	Met	Data meets the State target. No required action.	69.77%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	76.00%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014 State Target	Local Results	Target Met	Action Required	Previous Results FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Disproportionate representation exists** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	No significant discrepancy identified. No required action.	0.00%	0.00%
		Asian	**< 2.0**	0.00%	Met		0.00%	0.00%
		Black or African American	**< 2.0**	0.00%	Met		0.00%	0.74%
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	0.00%	Met		0.40%	0.93%
		2 or more races	**< 2.0**	0.00%	Met		0.00%	3.76%*
		Hispanic	**< 2.0**	0.00%	Met		0.00%	5.68%*
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**	No				
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.91%	Met	No disproportionate representation identified. No required action.	1.26%	1.02%
		Asian	**< 2.0**	0.54%	Met		0.49%	0.27%
		Black, African American	**< 2.0**	1.60%	Met		1.78%	1.86%
		Native Haw/Pacific Islander	**< 2.0**	0.77%	Met		0.77%	0.00%
		White	**< 2.0**	0.73%	Met		0.67%	0.69%
		2 or more races	**< 2.0**	0.95%	Met		0.76%	0.60%
		Hispanic	**< 2.0**	0.86%	Met		0.89%	0.88%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	**No**

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	100%	Met	Data meets the State target. No required action	99.50%	97.8%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action	100.00%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	2.88%*	0.00%	4.08%*	0.00%	0.00%	Disproportionate representation identified. Follow-up action required to review policies, procedures, and practices. Corrective Action Plan required.
		Asian	1.21%	0.27%	0.00%	0.19%	1.65%	0.74%	
		Black/African American	0.74%	2.35%	1.92%	1.43%	0.99%	1.47%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	4.18%*	
		White	1.14%	0.56%	0.82%	0.76%	0.93%	0.79%	
		2 or more races	0.64%	0.68%	0.79%	1.13%	0.74%	1.31%	
		Hispanic	1.29%	0.75%	0.65%	1.12%	0.95%	0.67%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.96%	0.00%	2.93%*	0.00%	1.68%	Disproportionate representation exists. MSDE review of identification procedures are generally appropriate. Improvement Plan required.
		Asian	0.00%	0.27%	0.00%	0.20%	1.87%	0.24%	
		Black/African American	1.08%	3.04%	1.61%	1.29%	1.01%	1.87%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	4.10%*	
		White	1.13%	0.50%	0.66%	0.79%	0.86%	0.73%	
		2 or more races	0.62%	0.41%	1.22%	0.98%	0.66%	1.00%	
		Hispanic	1.24%	0.55%	1.29%	1.31%	0.98%	0.65	
		Disproportionate representation is due to inappropriate identification							

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 (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 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

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

March 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Caroline County Public Schools (CCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Elizabeth Anthony
Branch Chiefs

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. 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
Division of Special Education/
Early Intervention Services

MEF/BMM/cc
Attachments

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

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood

Access, Equity, & Progress

Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Caroline County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	58.62%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	58.14%	61.11%
									64.71%
2	Students with IEPs dropping out (Option 2 leaver rate data based on SY 14-15)			≤4.47%	7.43%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	≤3.0%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Met
		AMO for math		NA	NA	NA		Not Met	Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology	39.39%	57.14%
			Reading	33.00%	TBD	NA		44.44%	59.18%
		4	Mathematics	33.00%	TBD	NA		53.06%	72.55%
			Reading	34.15%	TBD	NA		57.45%	74.51%
		5	Mathematics	33.45%	TBD	NA		26.09%	38.46%
			Reading	34.05%	TBD	NA		60.00%	55.77%
		6	Mathematics	32.25%	TBD	NA		19.15%	48.78%
			Reading	31.70%	TBD	NA		42.31%	41.46%
		7	Mathematics	22.55%	TBD	NA		23.53%	56.10%
			Reading	34.65%	TBD	NA		39.39%	60.98%
		8	Mathematics	33.05%	TBD	NA		6.25%	65.38%
			Reading	36.85%	TBD	NA		28.13%	61.54%
		HS	Mathematics	25.52%	TBD	NA		48.57%	45.95%
			Reading	32.20%	TBD	NA		45.71%	47.22%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* ---No suspension of disabled or nondisabled students		< 2.0	0.94%	Met	Data meets the State target. No required action.	1.15%	1.83%
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* --*--No suspension of disabled or nondisabled students		< 2.0	--*--	Met	Data meets the State target. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥ 68.90%	82.10%	Met	Data meets the State target. No required action.	82.19%	84.51%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 12.76%	10.89%	Met	Data meets the State target. No required action.	10.73%	10.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤ 6.44%	1.56%	Met	Data meets the State target. No required action.	2.02%	1.76%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥ 64.30%	90.91%	Met	Data meets the State target. No required action.	90.32%	81.94%
6B	Aged 3-5 LRE: Separate School or Class		≤ 18.70%	0.00%	Met	Data meets the State target. No required action.	2.15%	4.17%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	80.00%	Met	Change in methodology. No required action.	84.00%	77.80%
		2. Exits within age expectations	67.80%	79.17%	Met		83.33%	87.50%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	93.75%	Met	Change in methodology. No required action.	94.44%	81.80%
		2. Exits within age expectations	57.10%	87.50%	Met		83.33%	75.00%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	92.31%	Met	Change in methodology. No required action.	82.61%	66.70%
		2. Exits within age expectations	65.50%	91.67%	Met		81.25%	75.00%
8	Parent Survey	Age 3-5	47.00%	NA	Not Met	Data does not meet the State target for Age 3-5. Improvement plan required. Data meets the State target for Age 6-21. No required action.	72.00%	NA
		Age 6-21	39.00%	70.00%	Met		54.00%	49.00%
14	Percent of youth who are no longer in	A. Higher Ed. w/in 1 year of leaving HS	23.00%	10.81%	Not Met	Data does not meet the State target. Improvement Plan required.	24.24%	

	secondary school, had IEPs in effect at the time they left school, and were:	**B. Higher Ed. or employed w/in 1 year of leaving HS**	**49.00%**	45.95%	Not Met	Data does not meet the State target. Improvement Plan required.	66.67%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	51.35%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30*** **--*--No suspension of disabled or nondisabled students** **0=No students in the category**	*Amer Indian/Alaska Native*	**< 2.0**	0.00	Met	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.00	Met		0.00%	0.00%
		Black or African American	**< 2.0**	0.00	Met		0.00%	2.67%*
		Native Haw/Pacific Islander	**< 2.0**	--*--	Met		0.00%	0.00%
		White	**< 2.0**	0.00	Met		1.62%	1.28%
		2 or more races	**< 2.0**	13.78*	NA		0.00%	0.00%
		Hispanic	**< 2.0**	0.00	Met		0.00%	8.51%*
		Policies/procedures/ Practices contribute to the discrepancy	**No**				No	NA
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	4.94*	NA	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	2.65%*	2.49%*
		Asian	**< 2.0**	1.34	Met		0.85%	0.90%
		Black, African American	**< 2.0**	1.15	Met		1.19%	1.16%
		Native Haw/Pacific Islander	**< 2.0**	0.00	Met		0.00%	0.00%
		White	**< 2.0**	0.94	Met		1.06%	1.00%
		2 or more races	**< 2.0**	0.95	Met		0.90%	0.98%
		Hispanic	**< 2.0**	0.58	Met		0.58%	0.66%
		Disproportionate representation is due to inappropriate identification	**No (0%)**				**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	98.91%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.50%	98.66%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	NA	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	99.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.**	**American Indian/Alaska Native**	0.00%	16.02%*	0.00%	0.00%	9.63%*	0.00%	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.
		Asian	0.00%	0.99%	0.00%	3.75%*	0.00%	0.00%	
		Black/African American	2.45%*	1.37%	1.27%	0.72%	1.72%	1.25%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.51%	0.88%	1.33%	1.01%	0.87%	0.98%	
		2 or more races	0.41%	0.57%	1.545	0.74%	0.35%	2.47%*	
		Hispanic	1.13%	0.42%	0.30%	0.52%	0.67%	0.67%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.** **--*--Insufficient cell size**	**American Indian/Alaska Native**	0.00%	8.11%*	0.00%	0.00%	0.00%	0.00%	No disproportionality representation identified. No Required action.
		Asian	0.00%	0.85%	0.00%	2.20%*	0.00%	0.00%	
		Black/African American	2.94%*	1.27%	1.36%	0.76%	1.08%	1.23%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.44%	0.90%	1.33%	1.48%	1.27%	0.93%	
		2 or more races	0.37%	0.70%	1.05%	0.59%	0.91%	2.90%*	
		Hispanic	1.00%	0.70%	0.31%	0.29%	0.89%	0.68%	
		Disproportionate representation is due to inappropriate identification							

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 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 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

Congratulations!

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Carroll County Public Schools (CCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Russell Gray
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Carroll County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	75.17%	Met	Data meet s the State target. No required action.	44.63%	42.50%
									50.21%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 14-15)			≤4.47%	≤3.00%	Met	Data meet s the State target. No required action.	6.01%	6.01%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	26.60%	38.79%
			Reading	33.00%	TBD	NA		46.72%	50.75%
		4	Mathematics	33.00%	TBD	NA		27.07%	46.16%
			Reading	34.15%	TBD	NA		44.05%	51.78%
		5	Mathematics	33.45%	TBD	NA		19.77%	35.25%
			Reading	35.05%	TBD	NA		49.71%	49.73%
		6	Mathematics	32.25%	TBD	NA		23.43%	27.88%
			Reading	31.70%	TBD	NA		33.55%	37.07%
		7	Mathematics	22.55%	TBD	NA		15.72%	22.91%
			Reading	34.65%	TBD	NA		28.49%	38.80%
		8	Mathematics	33.05%	TBD	NA		12.16%	15.56%
			Reading	36.85%	TBD	NA		22.95%	31.88%
		HS	Mathematics	25.52%	TBD	NA		24.91%	29.84%
			Reading	32.20%	TBD	NA		24.24%	29.92%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	3.44%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	3.84%	2.77%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	3.93%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	2.66%	2.17%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	80.32%	Met	Data meet s the State target. No required action.	61.54%	61.85%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	6.90%	Met	Data meet s the State target. No required action.	18.63%	18.44%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	3.45%	Met	Data meet s the State target. No required action.	8.24%	8.78%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	53.48%	Not Met	Data does not meet the State target. Improvement Plan required.	72.63%	72.48%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	23.12%	Not Met	Data does not meet the State target. Improvement Plan required.	11.61%	10.71%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	≥64.30%	66.67%	Met	Change in methodology. No required action.	53.12%	63.70%
		2. Exits within age expectations	≤18.90%	80.00%	Not Met		57.05%	66.70%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	68.70%	20.00%	Not Met	Change in methodology. No required action.	48.57%	60.00%
		2. Exits within age expectations	67.80%	20.00%	Not Met		41.61%	51.90%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	67.40%	100.00%	Met	Change in methodology. No required action.	51.53%	53.10%
		2. Exits within age expectations	57.10%	100.00%	Met		55.70%	59.90%
8	Parent Survey	Age 3-5	47.00%	40.00%	Not Met	Data does not meet the State target for ages 3-21. Improvement Plan required. Data meet s the State target for ages 6-21. No required action.	39.00%	29.00%
		Age 6-21	39.00%	46.00%	Met		33.00%	32.00%

14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	**23.00%**	25.64%	Met	Data meet s the State target. No required action.	15.37%	
		B. Higher ed or employed w/in 1 year of leaving HS	**49.00%**	32.05%	Not Met	Data does not meet the State target. Improvement Plan required.	49.33%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	**55.00%**	33.97%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014 State Target	Local Results	Target Met	Action Required	Previous Results FFY 2013	FFY 2012
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity Discrepancy exists in the category N size is < 30*	*Amer Indian/Alaska Native*	< 2.0	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.00%	3.56%*
		Asian	< 2.0	0.00%	Met		0.00%	1.94%
		Black or African American	< 2.0	23.25%*	NA		3.12%	2.39%
		Native Haw/Pacific Islander	< 2.0	0.00%	Met		0.00%	0.00%
		White	< 2.0	2.06%*	NA		1.21%	1.49%
		2 or more races	< 2.0	0.00%	Met		3.12%*	0.00%
		Hispanic	< 2.0	9.50%*	NA		0.54%	0.51%
		Policies/procedures/ Practices contribute to the discrepancy	No (0%)				No (0%)	
9	Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification Disproportionate representation exits in the category. N size is < 30*	*Amer Indian/Alaska Native*	< 2.0	1.44%	Met	No disproportionate representation identified. No required action.	0.72%	0.62%
		Asian	< 2.0	0.55%	Met		0.39%	0.35%
		Black, African American	< 2.0	1.61%	Met		1.21%	1.16%
		Native Haw/Pacific Islander	< 2.0	0.40%	Met		0.31%	0.13%
		White	< 2.0	0.69%	Met		1.22%	1.28%
		2 or more races	< 2.0	1.11%	Met		0.81%	0.64%
		Hispanic	< 2.0	0.90%	Met		0.55%	0.58%
		Disproportionate representation is due to inappropriate identification	No (0%)	No			No (0%)	No

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	98.39%	Not Met	Data does not meet the State target. Improvement Plan required. .	96.04%	94.85%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meet s the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	99.39%	Not Met	Data does not meet the State target. Improvement Plan required. .	100.00%	96.7%
	Timely correction of noncompliance (Previously Indicator 15)	100%	100%	Met	Data meet s the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	100%	100%	Met	Data meet s the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** ☐ Disproportionate representation exists **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.57%	0.00%	1.32%	2.11%*	1.65%	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.
	Asian	1.05	0.33%	0.21%	0.63%	0.60%	0.47%	
	Black/African American	2.87%*	1.88%	1.92%	1.51%	0.99%	1.48%	
	Native Hawaiian/ Pacific Islander	3.77%*	0.00%	0.00%	0.00%	2.97%*	0.00%	
	White	0.42%	0.61%	0.76%	0.70%	1.20%	0.71%	
	2 or more races	0.50%	0.98%	0.85%	1.41%	1.01%	1.28%	
	Hispanic	0.52%	0.95%	0.66%	0.87%	0.74%	1.02%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** ☐ Disproportionate representation exists.	**American Indian/Alaska Native**	0.60%	0.71%	0.23%	0.79%	1.02%	1.08%	No disproportionate representation identified. No required action.
	Asian	0.81%	0.38%	0.13%	0.14%	1.49%	0.21%	
	Black/African American	1.44%	1.62%	1.50%	0.79%	0.61%	1.42%	
	Native Hawaiian/ Pacific Islander	0.47%	0.19%	0.00%	0.75%	0.00%	0.38%	
	White	0.87%	0.97%	1.20%	1.36%	1.67%	1.34%	
	2 or more races	1.20%	0.56%	1.28%	0.88%	1.37%	0.37%	
	Hispanic	0.55%	0.53%	0.21%	1.25%	0.42%	0.31%	
	Disproportionate representation is due to inappropriate identification							

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 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%	98.94%	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 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

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

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Cecil County Public Schools (CCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Sarah J. Farr
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood

Access, Equity, & Progress

Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Cecil County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

9FY 2014 (SFY 2015) Part B Indicators										
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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	65.74%	Met	Data meets the State Target. No required action.	51.26%	54.46%
									58.04%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)			≤4.47%	4.33%	Met	Data meets the State Target. No required action.	7.00%	7.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology		
		AMO for Math		NA	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≤95%	TBD	TBD	Change in methodology.		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	Na			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator ■ Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.00%	Met	Data meets the State target. No required action.	0.40%	0.95
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.43%	Met	Data meets the State's target. No required action.	00.0%	1.14
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	89.74%	Met	Data meets the State's target. No required action.	89.02%	87.84%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	3.35%	Met	Data meets the State's target. No required action.	3.33%	3.56%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	3.10%	Met	Data meets the State's target. No required action.	3.43%	3.89%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	68.86%	Met	Data meets the State's target. No required action.	80.06%	88.07%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	0.00%	Met	Data meets the State's target. No required action.	0.32%	1.75%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	53.85%	Not Met	Change in methodology. No required action.	48.84%	62.30%
		2. Exits within age expectations	67.80%	62.07%	Not Met		56.39%	62.30%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	59.22%	Not Met	Change in methodology. No required action.	38.10%	49.40%
		2. Exits within age expectations	57.10%	49.25%	Not Met		36.09%	44.30%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	52.29%	Not Met	Change in methodology. No required action.	40.00%	42.90%
		2. Exits within age expectations	65.50%	53.69%	Not Met		49.62%	54.70%
8A	Parent Survey	Age 3-5	47%	50.00%	Met	Data meets the State target in 3-5 and 6-21. No required action.	50.00%	50.00%
		Age 6-21	39%	44.00%	Met		41.00%	42.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	16.10%	Not Met	Data does not meet the State target. Improvement Plan required.		
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	61.02%	Met	Data meets State Target. No required action.		
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	62.71%	Met	Data meets State Target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30***	*Amer Indi/Alaska Native*	**<2.0**	0.00%	Met	Data meets the State target. No required action.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	0.00%	Met		0.00	3.66
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	0.45%	Met		0.20	1.14
		2 or more races	**< 2.0**	0.00%	Met		0.00	0.83
		Hispanic	**< 2.0**	1.18%	Met		4.13*	0.99
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No				No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.04%	Met	Data met the State target No required action.	1.51	1.04
		Asian	**< 2.0**	0.32%	Met		0.34	0.39
		Black, African American	**< 2.0**	1.16%	Met		1.10	1.27
		Native Haw/Pacific Islander	**< 2.0**	0.39%	Met		0.42	0.80
		White	**< 2.0**	0.95%	Met		1.04	0.96
		2 or more races	**< 2.0**	1.16%	Met		1.00	0.94
		Hispanic	**< 2.0**	1.06%	Met		1.02	0.87
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	99.08%5	Not Met	Data does not meet the State target. Improvement plan required.	99.41%	98.41%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action.	99.45%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.14%	0.00%	1.04%	0.88%	0.27%	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.
	Asian	0.00%	0.14%	0.00%	1.04%	0.88%	0.27%	
	Black/African American	1.70%	1.20%	2.47%*	0.87%	1.05%	1.19%	
	Native Hawaiian/ Pacific Islander	0.00%	1.01%	0.00%	0.00%	0.00%	0.00%	
	White	0.92%	0.92%	0.45%	1.07%	1.14%	0.93%	
	2 or more races	0.00%	0.95%	2.54%*	1.01%	0.97%	1.33%	
	Hispanic	0.93%	1.24%	0.55%	1.09%	0.70%	0.98%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	0.00%	0.46%	10.90*	1.16%	0.00%	3.78*	No disproportionate representation identified. No required action.
	Asian	0.00%	0.14%	0.00%	1.11%	0.96%	0.38%	
	Black/African American	1.98%	1.15%	2.57*	0.69%	1.02%	0.83%	
	Native Hawaiian/ Pacific Islander	0.00%	0.03%	0.00%	0.00%	0.00%	1.00%	
	White	0.74%	1.02%	0.53%	1.15%	1.15%	1.33%	
	2 or more races	0.00%	0.84%	1.70%	0.74%	0.70%	1.65%	
	Hispanic	1.05%	0.84%	0.34%	1.40%	0.77%	0.76%	
	Disproportionate representation is due to inappropriate identification							

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 (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%	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 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 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Charles County Public School (CCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the CCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Arden Sotomayor
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 3. LSS informed the State that it is unwilling to comply with the core requirements					

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Charles County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	75.16%	Met	Data meets the State target. No required action.	64.00%	66.20%
									76.19%
2	Students with IEPs dropping out (Option 2 leaver rate data based on SY 13-14)			≤4.47%	<=3.00%	Met	Data meets the State target. No required action.	≤3.00%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	39.38%	41.72%
			Reading	33.00%	TBD	NA		40.34%	47.33%
		4	Mathematics	33.00%	TBD	NA		39.13%	54.82%
			Reading	34.15%	TBD	NA		54.96%	61.68%
		5	Mathematics	33.45%	TBD	NA		28.42%	41.83%
			Reading	34.05%	TBD	NA		54.74%	54.11%
		6	Mathematics	32.25%	TBD	NA		32.02%	41.62%
			Reading	31.70%	TBD	NA		40.09%	37.57%
		7	Mathematics	22.55%	TBD	NA		23.70%	39.23%
			Reading	34.65%	TBD	NA		27.12%	40.88%
		8	Mathematics	33.05%	TBD	NA		20.57%	29.31%
			Reading	36.85%	TBD	NA		39.43%	36.00%
		HS	Mathematics	25.52%	TBD	NA		51.03%	53.90%
			Reading	32.20%	TBD	NA		54.79%	54.49%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* ---No suspension of disabled or nondisabled students		< 2.0	1.42	Met	Data meets the State target. No required action.	0.39%	0.57%
	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* 0=No students in the category		< 2.0	0.00	Met	Data meets the State target. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	69.42%	Met	Data meets the State target. No required action.	69.21%	68.12%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	15.52%	Not Met	Data does not meet the State target. Improvement plan required.	14.66%	13.90%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	2.40%	Met	Data meets the State target. No required action.	2.40%	2.59%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	74.55%	Met	Data meets the State target. No required action.	78.30%	81.33%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	12.72%	Met	Data meets the State target. No required action.	8.50%	10.76%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	64.38%	Not Met	Change in methodology. No required action.	51.43%	80.00%
		2. Exits within age expectations	67.80%	64.20%	Not Met		50.00%	91.76%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	52.76%	Not Met	Change in methodology. No required action	46.34%	70.00%
		2. Exits within age expectations	57.10%	47.33%	Not Met		38.00%	75.00%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	52.44%	Not Met	Change in methodology. No required action	38.00%	100.00%
		2. Exits within age expectations	65.50%	59.26%	Not Met		48.00%	100.00%
8A	Parent Survey	Age 3-5	47.00%	77.00%	Met	Data meets the State target. No required action.	53.00%	37.00%
		Age 6-21	39.00%	56.00%	Met		38.00%	42.00%
14	Percent of youth who are no longer in	A. Higher Ed. w/in 1 year of leaving HS	23.00%	30.56%	Met	Data meets the State target. No required action	18.23%	

	secondary school, had IEPs in effect at the time they left school, and were:	**B. Higher Ed. or employed w/in 1 year of leaving HS**	**49.00%**	52.78%	Met	Data meet the State target. No required action.	49.17%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	57.22%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30*** **0=No students in the category**	*Amer Indian/Alaska Native*	**< 2.0**	0.00	Met	Data meets the State target. No required action.	0.00%	0.00%
		Asian	**< 2.0**	0.00	Met		0.00%	0.00%
		Black or African American	**< 2.0**	1.88	Met		0.28%	0.82%
		Native Haw/Pacific Islander	**< 2.0**	0.00	Met		0.00%	0.00%
		White	**< 2.0**	0.33	Met		0.00%	0.00%
		2 or more races	**< 2.0**	0.05	Met		0.00%	0.00%
		Hispanic	**< 2.0**	0.00	Met		3.50%*	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No	Met		No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.11%	Met	Data meets the State target. No required action.	1.00%	1.10%
		Asian	**< 2.0**	0.49%	Met		0.46%	0.51%
		Black, African American	**< 2.0**	1.25%	Met		1.29%	1.28%
		Native Haw/Pacific Islander	**< 2.0**	0.36%	Met		0.38%	0.50%
		White	**< 2.0**	0.94%	Met		1.035	0.98%
		2 or more races	**< 2.0**	0.91%	Met		0.82%	0.92%
		Hispanic	**< 2.0**	0.91%	Met		0.72%	0.76%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No (0%)	Met		**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	99.88%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.77%	100.00%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	98.67%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30*** **--*--Insufficient cell size**	**American Indian/Alaska Native**	0.00%	1.65%	1.03%	0.00%	1.05%	1.56%	No disproportionate representation identified. No Required action.
		Asian	0.83%	0.21%	0.00%	1.00%	0.88%	0.19%	
		Black/African American	1.22%	1.71%	0.97%	1.09%	1.06%	1.36%	
		Native Hawaiian/ Pacific Islander	0.00%	1.40%	0.00%	0.00%	0.00%	0.00%	
		White	1.08%	0.68%	1.76%	0.89%	0.79%	1.09%	
		2 or more races	0.65%	0.90%	1.19%	0.68%	0.73%	1.29%	
		Hispanic	0.655	1.03%	0.34%	1.17%	1.53%	0.50%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.** **--*--Insufficient cell size**	**American Indian/Alaska Native**	0.00%	1.81%	1.09%	0.00%	0.00%	1.24%	No disproportionality representation identified. No Required action.
		Asian	0.96%	0.17%	0.00%	0.77%	1.06%	0.27%	
		Black/African American	1.56%	1.90%	1.16%	1.04%	0.84%	1.38%	
		Native Hawaiian/ Pacific Islander	0.0%	0.00%	0.00%	1.64%	0.00%	0.005	
		White	1.07%	0.70%	1.58%	1.12%	1.15%	1.08%	
		2 or more races	0.37%	0.76%	0.66%	0.85%	0.54%	1.25%	
		Hispanic	0.23%	0.84%	0.36%	0.82%	1.16%	0.46%	
		Disproportionate representation is due to inappropriate identification							

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 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 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

Congratulations!

March 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Dorchester County Board of Education (DCBOE). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the DCBOE has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the DCBOE to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Angela McPeake Gebert
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood

Access, Equity, & Progress

Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Dorchester County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	68.18%	Met	Data meets the State target. No required action.	55.56%	36.36%
									41.18%
2	Students with IEPs dropping out (Option 2 leave rate data based on SY 14-15)			≤4.47%	6.43%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	3.03%	3.03%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	46.15%	40.91%
			Reading	33.00%	TBD	NA		60.87%	45.45%
		4	Mathematics	33.00%	TBD	NA		34.09%	35.14%
			Reading	34.15%	TBD	NA		47.62%	48.65%
		5	Mathematics	33.45%	TBD	NA		19.05%	54.84%
			Reading	34.05%	TBD	NA		54.76%	74.19%
		6	Mathematics	32.25%	TBD	NA		27.03%	48.65%
			Reading	31.70%	TBD	NA		58.33%	54.84%
		7	Mathematics	22.55%	TBD	NA		28.57%	74.19%
			Reading	34.65%	TBD	NA		42.42%	37.50%
		8	Mathematics	33.05%	TBD	NA		18.52%	33.33%
			Reading	36.85%	TBD	NA		37.04%	47.83%
		HS	Mathematics	25.52%	TBD	NA		33.33%	25.00%
			Reading	32.20%	TBD	NA		48.00%	23.08%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30* 0=No students in the category		< 2.0	0.00	Met	Data meet the State target. No required action.	0.29%	0.00%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	1.01	Met	Data meet the State target. No required action.	3.29%*	2.48%*
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	76.87%	Met	Data meets the State target. No required action.	75.70%	77.72%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	6.31%	Met	Data meets the State target. No required action.	5.88%	2.65%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	2.10%	Met	Data meets the State target. No required action.	2.05%	1.33%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	88.52%	Met	Data meets the State target. No required action.	81.36%	68.75%
6B	Aged 3-5 LRE: Separate School or Class 0=No students in the category		≤18.70%	0.00%	Met	Data meets the State target. No required action.	0.00%	0.00%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	50.00%	Not Met	Change in methodology. No required action.	60.00%	100.00%
		2. Exits within age expectations	67.80%	58.82%	Not Met		67.00%	100.00%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	46.67%	Not Met	Change in methodology. No required action.	40.00%	100.00%
		2. Exits within age expectations	57.10%	41.18%	Not Met		50.00%	100.00
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	57.14%	Not Met	Change in methodology. No required action.	33.00%	100.00%
		2. Exits within age expectations	65.50%	58.82%	Not Met		67.00%	100.00%
8	Parent Survey	Age 3-5	47.00%	NA	Not Met	Data meets the State target for Age 6-21. No required action. Data does not meet for Age 3-5. Improvement plan required.	NA	NA
		Age 6-21	39.00%	45.00%	Met		51.00%	45.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left	A. Higher Ed. w/in 1 year of leaving HS	23.00%	15.63%	Not Met	Data does not meet the State target. Improvement Plan required.	21.21%	
		B. Higher Ed. or employed w/in 1 year of leaving HS	49.00%	50.00%	Met	Data meets the State target. No required action.	57.58%	

	school, and were:	**C. Higher Ed. or training program or employed w/in 1 year of leaving HS**	**55.00%**	50.00%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
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
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30*** **--*--No suspension of disabled or nondisabled students** **0=No students in the category**	*Amer Indian/Alaska Native*	< 2.0	0.00	Met	Data meets State target. No action required.	0.00%	0.00%
		Asian	< 2.0	0.00	Met		0.00%	0.00%
		Black or African American	< 2.0	0.24	Met		0.68%	1.53%
		Native Haw/Pacific Islander	< 2.0	--*--	Met		0.00%	0.00%
		White	< 2.0	0.00	Met		0.29%	0.27%
		2 or more races	< 2.0	0.00	Met		0.00%	0.00%
		Hispanic	< 2.0	0.00	Met		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No	Met		No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30*** **0=No students in the category**	*Amer Indian/Alaska Native*	< 2.0	1.00%	Met	Data meets State target. No required action.	0.00%	1.58%
		Asian	< 2.0	0.45%	Met		0.49%	0.27%
		Black, African American	< 2.0	1.33%	Met		1.24%	1.53%
		Native Haw/Pacific Islander	< 2.0	0.00%	Met		0.00%	5.55%*
		White	< 2.0	0.90%	Met		0.94%	0.84%
		2 or more races	< 2.0	1.39%	Met		1.08%	0.81%
		Hispanic	< 2.0	0.75%	Met		0.92%	0.80%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No (0%)	Met		**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
15	**Timely correction of noncompliance**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
20	**State reported data are timely and accurate**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** Disproportionate representation exits in the category. N size is < 30* --*--Insufficient cell size	**American Indian/Alaska Native**	0.00%	3.55%*	0.00%	0.00%	0.00%	0.00%	*Did not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures and practices.
	Asian	0.00%	0.00%	0.00%	1.34%	1.78%	0.00%	
	Black/African American	1.98%	1.19%	0.79%	1.46%	1.02%	2.20%*	
	Native Hawaiian/ Pacific Islander	0.00%	0.005	0.00%	0.00%	0.00%	0.00%	
	White	0.79%	0.94%	2.01%*	0.95%	0.71%	0.625	
	2 or more races	0.99%	1.47%	1.08%	1.02%	1.00%	2.63%*	
	Hispanic	0.59%	1.07%	0.47%	0.22%	1.31%	0.36%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** N size is < 30* Disproportionate representation exits in the category. --*--Insufficient cell size	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	No disproportionality representation identified. No Required action.
	Asian	0.00%	0.00%	0.00%	1.36%	2.06%*	0.00%	
	Black/African American	1.40%	1.14%	1.09%	1.50%	0.98%	1.59%	
	Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	White	0.99%	1.04%	1.29%	0.84%	0.70%	0.85%	
	2 or more races	0.94%	0.50%	1.48%	1.59%	1.55%	0.96%	
	Hispanic	0.88%	1.35%	0.66%	0.22%	1.09%	0.90%	
	Disproportionate representation is due to inappropriate identification							

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 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 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

Congratulations!

March 11, 2016

Dr. Theresa R. Alban
Superintendent
Frederick County Public Schools
191 South East Street
Frederick, MD 21701

Dear Dr. Alban: Terry

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Frederick County Public Schools (FCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the FCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate:
- Indicator 2, Drop-out Rate:
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the FCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Daniel Martz
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood

Access, Equity, & Progress

Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

Frederick City Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators

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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.34%	69.50%	Met	Data meets the State target. No required action.	73.48%	65.00%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 14-15)			≤4.47%	≤3.00%	Met	Data meets the State target. No required action.	≤3.00%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	50.68%	53.43%
			Reading	33.00%	TBD	NA		70.31%	68.48%
		4	Mathematics	33.00%	TBD	NA		51.56%	62.61%
			Reading	34.15%	TBD	NA		72.16%	73.59%
		5	Mathematics	33.45%	TBD	NA		43.82%	51.25%
			Reading	35.05%	TBD	NA		75.56%	79.78%
		6	Mathematics	32.25%	TBD	NA		32.29%	48.94%
			Reading	31.70%	TBD	NA		59.89%	63.22%
		7	Mathematics	22.55%	TBD	NA		28.25%	43.52%
			Reading	34.65%	TBD	NA		49.01%	63.89%
		8	Mathematics	33.05%	TBD	NA		22.83%	31.52%
			Reading	36.85%	TBD	NA		46.95%	52.71%
		HS	Mathematics	25.52%	TBD	NA		56.84%	57.41%
			Reading	32.20%	TBD	NA		59.61%	63.60%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator / Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	1.89%	Met	Data meets the State target. No required action.	2.11%*	1.70%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	1.96%	Met	Data meets the State target. No required action.	0.82%	0.80%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	80.33%	Met	Data meets the State target. No required action.	80.66%	79.91%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	6.19%	Met	Data meets the State target. No required action.	6.07%	6.35%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	4.84%	Met	Data meets the State target. No required action.	4.68%	5.01%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	39.23%	Not Met	Data does not meet the State target. Improvement Plan required.	32.29%	35.07%
6B	Aged 3-5 LRE: Separate School or Class		≤18.90%	17.52%	Met	Data meets the State target. No required action.	21.17%	20.88%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	79.81%	Met	Change in methodology. No required action.	78.52%	75.50%
		2. Exits within age expectations	67.80%	79.13%	Met		79.52%	72.50%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	74.30%	Met	Change in methodology. No required action.	81.98%	74.60%
		2. Exits within age expectations	57.10%	68.85%	Met		69.52%	64.30%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	75.36%	Met	Change in methodology. No required action.	78.20%	72.70%
		2. Exits within age expectations	65.50%	77.88%	Met		78.57%	75.80%
8	Parent Survey	Age 3-5	47.00%	53.00%	Met	Data meets the State target. No required action.	42.00%	60.00%
		Age 6-21	39.00%	56.00%	Met		38.00%	44.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	28.21%	Met	Data meets the State target. No required action.	36.71%	
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	64.29%	Met	Data meets the State target. No required action.	77.62%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	68.57%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators: Results Indicator / Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity Discrepancy exists in the category Disproportionate representation exits in the category. N size is < 30*	Amer Indian/Alaska Native	< 2.0	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.00%	0.00%
		Asian	< 2.0	0.00%	Met		0.00%	4.86%*
		Black or African American	< 2.0	7.04%*	NA		2.44%*	3.34%*
		Native Haw/Pacific Islander	< 2.0	0.00%	Met		0.00%	0.00%
		White	< 2.0	0.86%	Met		1.11%*	0.68%
		2 or more races	< 2.0	0.00%	Met		2.95%*	0.00%
		Hispanic	< 2.0	2.18%	Met		1.98%	2.09%*
		Policies/procedures/ Practices contribute to the discrepancy	No (0%)	No			No (0%)	No
9	Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification Disproportionate representation exits in the category. N size is < 30*	Amer Indian/Alaska Native	< 2.0	1.21%	Met	No disproportionate representation identified. No required action.	1.12%	1.13%
		Asian	< 2.0	0.38%	Met		0.37%	0.36%
		Black, African American	< 2.0	1.54%	Met		1.60%	1.69%
		Native Haw/Pacific Islander	< 2.0	0.74%	Met		0.73%	1.50%
		White	< 2.0	0.79%	Met		0.78%	0.76%
		2 or more races	< 2.0	0.90%	Met		0.92%	0.91%
		Hispanic	< 2.0	0.90%	Met		0.84%	0.77%
		Disproportionate representation is due to inappropriate identification	No (0%)	No			No (0%)	No

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	100%	Met	Data meets the State target. No required action.	100.00%	100.00%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100%**	100%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	1.56%	1.85%	1.01%	0.70%	1.44%	0.99%	**Disproportionate representation identified. Follow-up action required to review policies, procedures, and practices. Corrective Action Plan required.**
	Asian	0.60%	0.23%	0.08%	0.73%	0.55%	0.25%	
	Black/African American	2.06%*	1.60%	2.10%	1.44%	1.48%	1.54%	
	Native Hawaiian/ Pacific Islander	0.00%	0.50%	2.48%*	0.86%	1.18%	0.00%	
	White	0.54%	0.73%	0.81%	0.76%	0.81%	0.85%	
	2 or more races	0.60%	0.79%	0.70%	0.67%	0.97%	1.34%	
	Hispanic	0.97%	1.07%	0.43%	1.03%	0.82%	0.71%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.**	**American Indian/Alaska Native**	0.00%	2.03%*	0.00%	0.65%	1.51%	0.66%	**Disproportionate representation of emotional disability. Improvement Plan required.**
	Asian	0.47%	0.17%	0.00%	0.76%	0.50%	1.40%	
	Black/African American	1.90%	1.82%	2.07%	1.56%	1.40%	1.49%	
	Native Hawaiian/ Pacific Islander	3.83%*	0.45%	2.41%*	0.80%	0.00%	0.82%	
	White	0.63%	0.66%	0.77%	0.72%	0.91%	0.93%	
	2 or more races	0.60%	0.95%	1.15%	0.68%	0.90%	1.15%	
	Hispanic	0.91%	0.98%	0.48%	0.95%	0.76%	0.63%	
	Disproportionate representation is due to inappropriate identification							

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

Congratulations!

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Garrett County Board of Education (GCBOE). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the GCBOE has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the GCBOE to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Heather Raybold
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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)				

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

Garrett County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 13-14)			≥ 61.43%	50.00%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	56.25%	69.23%
									72.00%
2	Students with IEPs dropping out (Option 2 leaver rate data based on SY 13-14)			≤ 4.47%	6.36%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	≤3.00%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	37.04%	67.86%
			Reading	33.00%	TBD	NA		55.56%	64.29%
		4	Mathematics	33.00%	TBD	NA		45.16%	58.82%
			Reading	34.15%	TBD	NA		50.00%	85.29%
		5	Mathematics	33.45%	TBD	NA		39.29%	50.00%
			Reading	34.05%	TBD	NA		89.29%	75.00%
		6	Mathematics	32.25%	TBD	NA		35.29%	35.29%
			Reading	31.70%	TBD	NA		67.65%	70.59%
		7	Mathematics	22.55%	TBD	NA		21.05%	51.35%
			Reading	34.65%	TBD	NA		48.15%	58.33%
		8	Mathematics	33.05%	TBD	NA		35.29%	29.03%
			Reading	36.85%	TBD	NA		67.65%	46.67%
		HS	Mathematics	25.52%	TBD	NA		22.22%	40.74%
			Reading	32.20%	TBD	NA		66.67%	36.36%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* --*--No suspension of disabled or nondisabled students		< 2.0	--*--	Met	Data meets the State target. No required action.	0.00%	1.68%
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is < 30* --*--No suspension of disabled or nondisabled students		< 2.0	--*--	Met	Data meets the State target. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥ 68.90%	79.40%	Met	Data meets the State target. No required action.	79.84%	79.33%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 12.76%	5.96%	Met	Data meets the State target. No required action.	6.18%	8.27%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	2.44%	Met	Data meets the State target. No required action.	2.42%	4.13%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥ 64.30%	76.47%	Met	Data meets the State target. No required action.	73.33%	84.31%
6B	Aged 3-5 LRE: Separate School or Class 0=No students in the category		≤ 18.70%	0.00%	Met	Data meets the State target. No required action.	0.00%	1.96%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	72.22%	Met	Change in methodology. No required action.	68.75%	66.70%
7A		2. Exits within age expectations	67.80%	70.83%	Met		65.22%	81.50%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	75.00%	Met	Change in methodology. No required action.	58.82%	61.90%
7B		2. Exits within age expectations	57.10%	66.67%	Met		56.52%	59.30%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	70.59%	Met	Change in methodology. No required action.	75.00%	60.00%
7C		2. Exits within age expectations	65.50%	70.83%	Met		73.91%	77.80%
8	Parent Survey	Age 3-5	47.00%	NA	Not Met	Data does not meet the State target. Improvement Plan required.	NA	NA
8		Age 6-21	39.00%	36.00%	Not Met		46.00%	37.00%

14	**Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:**	**A. Higher Ed. w/in 1 year of leaving HS**	**23.00%**	11.11%	Not Met	Data does not meet the State target. Improvement Plan required.	5.88%	
		B. Higher Ed. or employed w/in 1 year of leaving HS	**49.00%**	38.89%	Not Met	Data does not meet the State target. Improvement Plan required.	70.59%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	44.44%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators (Results Indicator / Compliance Indicator)			FFY 2014 State Target	FFY 2014 Local Results	FFY 2014 Target Met	Action Required	Previous Results FFY 2012	Previous Results FFY 2011
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** Discrepancy exists in the category. **N size is < 30* --*--No suspension of disabled or nondisabled students**	*Amer Indian/Alaska Native*	**< 2.0**	--*--	Met	Data meets the State target. No required action.	0.00%	0.00%
		Asian	**< 2.0**	--*--	Met		0.00%	0.00%
		Black or African American	**< 2.0**	--*--	Met		0.00%	0.00%
		Native Haw/Pacific Islander	**< 2.0**	--*--	Met		0.00%	0.00%
		White	**< 2.0**	--*--	Met		0.00%	1.45%
		2 or more races	**< 2.0**	--*--	Met		0.00%	0.00%
		Hispanic	**< 2.0**	--*--	Met		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No	Met		No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** Disproportionate representation exits in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.39%	Met		0.25%	0.00%
		Black, African American	**< 2.0**	3.53%*	NA		5.42%*	7.34%*
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	0.56%	Met		0.32%	0.25%
		2 or more races	**< 2.0**	0.78%	Met		0.51%	0.31%
		Hispanic	**< 2.0**	0.00%	Met		0.21%	0.24%
		Disproportionate representation is due to inappropriate identification	**No (0%)**				**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30** **--*-- No suspension of disabled or nondisabled students** **0=No students in the category**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Disproportionate representation exists. Corrective action plan required.
	Asian	0.00%	0.00%	0.00%	0.00%	0.00%	10.73%*	
	Black/African American	0.00%	0.00%	16.05%*	0.00%	0.00%	0.00%	
	Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	White	3.86%*	19.78%	0.11%	- - * - -	- - * - -	1.56%	
	2 or more races	8.65%*	1.69%	0.71%	0.00%	0.00%	1.46%	
	Hispanic	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	No disproportionality representation identified. No Required action.
	Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.94%	
	Black/African American	0.00%	0.00%	19.65%*	0.00%	0.00%	13.22%*	
	Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	White	0.98%	3.89%	0.10%	0.00%	0.00%	0.08%	
	2 or more races	3.72%*	2.11%*	0.41%	0.00%	0.00%	0.20%	
	Hispanic	5.48%*	1.47%	0.00%	0.00%	0.00%	0.00%	
	Disproportionate representation is due to inappropriate identification							

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 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

Congratulations!

March 11, 2016

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

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Harford County Public Schools (HCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the HCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the HCPS to improve results for students 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

MF/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Susan Austin
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Harford County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators

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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)			61.43%	63.50%	Met	Data meets the State target. No required action.	67.02%	63.79%
								68.11%	68.11%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)			≤4.47%	3.18%	Met	Data meets the State target. Continue to implement Master Plan Improvement Strategies.	4.47%	7.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥95%	TBD	TBD	Change in methodology.		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	NA			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2013 (SFY 2014) Part B Indicators								
SPP/APR Indicators Results Indicator ■ Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.86%	Met	Data meets the State's target. No required action.	1.13%	1.14%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	1.10%	Met	Data meets the State's target. No required action.	0.93	0.36%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	83.68%	Met	Data meets the State's target. No required action.	83.83%	84.10%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	2.97%	Met	Data meets the State's target. No required action.	3.27%	3.17%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	7.84%	Not Met	Data does not meet the State target. Improvement Plan required.	7.58%	7.40%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	51.29%	Not Met	Data does not meet the State target. Improvement plan required.	52.93%	44.63%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70	17.04%	Met	Data meets the State target. No required action.	18.28%	22.78%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	61.07%	Not Met	Change in methodology. No required action.	60.81%	No
		2. Exits within age expectations	67.80%	62.97%	Not Met		62.96%	No
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	42.95%	Not Met	Change in methodology. No required action.	41.01%	40.00%
		2. Exits within age expectations	57.10%	38.79%	Not Met		46.09%	46.67%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	45.20%	Not Met	Change in methodology. No required action.	47.10%	42.15%
		2. Exits within age expectations	65.50%	53.65%	Not Met		58.85%	55.90%
8A	Parent Survey	Age 3-5	47%	39.00%	Met	Data meets the State target in 3-5 and 6-21. No required action.	51.00%	49.00%
		Age 6-21	39%	40.00%	Met		37.00%	36.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	27.60%	Met	Data meets State target. No required action.		
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	57.71%	Met	Data meets State target. No required action.		
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	68.82%	Met	Data meets State target. No required action.		

FFY 2014(SFY 20145Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30***	*Amer Indi/Alaska Native*	**<2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	1.50%	Met		1.53	3.66
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	0.52%	Met		0.85	1.14
		2 or more races	**< 2.0**	4.97%*	Met		4.39*	0.83
		Hispanic	**< 2.0**	2.75%*	Met		0.00	0.99
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No			No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	2.90%*	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	2.84*	1.04
		Asian	**< 2.0**	0.64%	Met		0.57	0.39
		Black, African American	**< 2.0**	1.62%	Met		1.60	1.27
		Native Haw/Pacific Islander	**< 2.0**	1.35%	Met		1.69	0.80
		White	**< 2.0**	0.76%	Met		0.78	0.96
		2 or more races	**< 2.0**	0.20%	Met		0.33	0.94
		Hispanic	**< 2.0**	0.92%	Met		0.87	0.87
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	98.81%	Met	Data does not meet the State target. Improvement Plan required.	99.41%	98.41%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	97.06%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.45%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100.%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	1.50%	2.29%*	4.72%*	2.32%*	3.50%*	3.19%*	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.
		Asian	0.85%	0.31%	0.25	1.15%	1.64%	0.26%	
		Black/African American	2.71%*	1.63%	2.14%*	1.39%	1.09%	1.82%	
		Native Hawaiian/ Pacific Islander	0.00%	0.36%	3.5%8*	1.77%	1.66%	2.43%*	
		White	0.43%	0.74%	0.56%	0.82%	0.99%	0.81%	
		2 or more races	0.17%	0.21%	0.27%	0.13%	0.30%	0.16%	
		Hispanic	0.79%	1.16%	1.01%	0.86%	0.68%	0.73%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	2.94%*	1.99%	6.89%*	2.39%*	3.17%*	2.79%*	No significant disproportionate representation exists. No required action.
		Asian	0.68%	0.25%	0.17%	1.06%	1.64%	0.22%	
		Black/African American	2.48%*	1.61%	1.88%	1.46%	1.07%	1.81%	
		Native Hawaiian/ Pacific Islander	0.00%	1.49%	0.00%	2.24%*	1.48%	2.91%*	
		White	0.48%	0.76%	0.66%	0.77%	1.01%	0.79%	
		2 or more races	0.17%	0.36%	0.33%	0.32%	0.36%	0.28%	
		Hispanic	0.86%	1.17%	1.00%	0.87%	0.65%	0.75%	
		Disproportionate representation is due to inappropriate identification							

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 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.	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 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 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Howard County Public Schools (HCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the HCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the HCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Nancy FitzGerald
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Howard County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
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
1	Students with IEPs graduating with a regular diploma- 4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	60.15%	Not Met	Data does not meet the State target. Improvement Plan required.	68.36%	50.22%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 13-14)			≤4.47%	3.64%	Met	Data meets the State target. No required action.	3.21%	4.40%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for Mathematics		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	≥ 95%
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	50.54%	61.66%
			Reading	33.00%	TBD	NA		51.86%	66.88%
		4	Mathematics	33.00%	TBD	NA		55.94%	67.41%
			Reading	34.15%	TBD	NA		69.35%	72.50%
		5	Mathematics	33.45%	TBD	NA		42.32%	57.50%
			Reading	34.05%	TBD	NA		73.73%	74.61%
		6	Mathematics	32.25%	TBD	NA		32.33%	47.32%
			Reading	31.70%	TBD	NA		56.80%	56.38%
		7	Mathematics	22.55%	TBD	NA		29.64%	48.62%
			Reading	34.65%	TBD	NA		49.83%	65.40%
		8	Mathematics	33.05%	TBD	NA		29.63%	37.07%
			Reading	36.85%	TBD	NA		46.44%	51.36%
		HS	Mathematics	25.52%	TBD	NA		61.64%	65.20%
			Reading	32.20%	TBD	NA		60.56%	64.24%

FFY 2014(SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	1.95%	Met	Data meet s the State target. No required action.	2.09%*	1.61%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	3.74%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	3.41%*	2.85%*
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	81.25%	Met	Data meet s the State target. No required action.	81.79%	81.35%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	1.54%	Met	Data meet s the State target. No required action.	1.45%	1.83%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	6.66%	Met	Data meet s the State target. No required action.	6.41%	5.53%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	84.21%	Met	Data meet s the State target. No required action.	81.49%	80.54%
6B	Aged 3-5 LRE: Separate School or Class		≤18.90%	0.85%	Met	Data meet s the State target. No required action.	1.26%	1.14%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	77.27%	Met	Change in methodology. No required action.	59.46%	74.40%
		2. Exits within age expectations	67.80%	75.16%	Met		68.42%	69.40%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	72.50%	Met	Change in methodology. No required action.	46.15%	72.10%
		2. Exits within age expectations	57.10%	69.28%	Met		56.14%	57.70%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	71.03%	Met	Change in methodology. No required action.	61.11%	67.50%
		2. Exits within age expectations	65.50%	75.16%	Met		70.18%	68.20%
8A	Parent Survey	Age 3-5	47%	50.00%	Met	Data meet s the State target. No required action.	48,00%	56.00%
		Age 6-21	39%	47.00%	Met		42.00%	43.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the	A. Higher ed w/in 1 year of leaving HS	23.00%	42.19%	Met	Data meet s the State target. No required action.	47.91%	
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	58.98%	Met	Data meet s the State target. No required action.	80.61%	

	time they left school, and were:	**C. Higher ed or training program or employed w/in 1 year of leaving HS**	**55.00%**	69.92%	Met	Data meet s the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators (Results Indicator / Compliance Indicator)			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.00%	Met		0.99%	0.00%
		Black or African American	**< 2.0**	6.89%*	NA		7.89%*	5.42%*
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	0.57%	Met		0.64%	0.84%
		2 or more races	**< 2.0**	2.16%*	NA		0.00%	0.00%
		Hispanic	**< 2.0**	3.33%*	NA		1.76%	3.04%*
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**				No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.70%	Met	No disproportionate representation identified. No required action. .	0.84%	0.70%
		Asian	**< 2.0**	0.42%	Met		0.42%	0.40%
		Black, African American	**< 2.0**	1.50%*	Met		1.41%	1.42%
		Native Haw/Pacific Islander	**< 2.0**	1.27%	Met		0.98%	0.54%
		White	**< 2.0**	0.74%	Met		0.80%	0.81%
		2 or more races	**< 2.0**	0.76%*	Met		0.78%	0.81%
		Hispanic	**< 2.0**	1.11%*	Met		1.09%	1.05%
		Disproportionate representation is due to inappropriate identification	**No (0%)**				No	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	97.86%	Not Met	Data does not meet the State target. Improvement Plan required.	96.25%	98.26%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	96.67%	Not Met	Data does not meet the State target. Improvement Plan required.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	**2.41%***	0.39%	0.00%	0.63%	0.00%	1.45%	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.
		Asian	0.42%	0.18%	0.24%	0.55%	0.84%	0.19%	
		Black/African American	1.36%	1.77%	1.76%	1.26%	1.23%	1.89%	
		Native Hawaiian/ Pacific Islander	0.00%	1.06%	**2.83%***	**3.43%***	1.03%	0.00%	
		White	0.78%	0.65%	0.68%	0.80%	0.91%	0.69%	
		2 or more races	0.41%	0.61%	1.10%	0.76%	0.86%	0.86%	
		Hispanic	1.33%	1.20%	0.93%	1.25%	0.89%	0.83%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013(SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	**2.41%***	0.42%	**2.17%***	0.62%	0.00%	1.54%	**Disproportionality identified. MSDE review of identification procedures are appropriate. No required action**
		Asian	0.39%	0.19%	0.29%	0.60%	0.80%	0.17%	
		Black/African American	1.51%	1.68%	1.68%	1.24%	1.10%	1.76%	
		Native Hawaiian/ Pacific Islander	0.00%	1.14%	**2.95%***	1.70%	1.05%	0.00%	
		White	0.78%	0.71%	0.69%	0.79%	1.05%	0.78%	
		2 or more races	0.62%	0.55%	1.08%	0.85%	0.85%	0.90%	
		Hispanic	1.03%	1.17%	0.92%	1.27%	0.85%	0.75%	
		Disproportionate representation is due to inappropriate identification	**2.41%***	0.42%	**2.17%***	0.62%	0.00%	1.54%	

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 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.	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 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

Congratulations!

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Kent County Public Schools (KCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the KCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 2015, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the KCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Wendy Keen
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Kent County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014(SFY 2015)Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma- 4 year cohort (ESEA lag data based on SY 14-15)			≥ 61.43%	82.35%	Met	Data meet s the State target. No required action.	77.78	87.5%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	3.37	Met	Data meet s the State target. No required action.	7.14%	4.20%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	Not Met	Waived by the U.S. Dept. of Education. Change in methodology.	Met	
		AMO for Math		NA	NA	Not Met		Not Met	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	35.71%	57.14%
			Reading	33.00%	TBD	NA		40.00%	60.71%
		4	Mathematics	33.00%	TBD	NA		53.85%	60.87%
			Reading	34.15%	TBD	NA		68.18%	78.26%
		5	Mathematics	33.45%	TBD	NA		39.13%	47.37%
			Reading	34.05%	TBD	NA		73.91%	73.68%
		6	Mathematics	32.25%	TBD	NA		20.00%	45.00%
			Reading	31.70%	TBD	NA		20.00%	55.00%
		7	Mathematics	22.55%	TBD	NA		35.71%	29.41%
			Reading	34.65%	TBD	NA		33.33%	70.59%
		8	Mathematics	33.05%	TBD	NA		16.67%	23.08%
			Reading	36.85%	TBD	NA		16.67%	60.00%
		HS	Mathematics	25.52%	TBD	NA		47.37%	31.03%
			Reading	32.20%	TBD	NA		44.44%	37.93%

FFY 2014 (SFY 2015)Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30* ---No suspension of disabled or nondisabled students		< 2.0	--*--	NA	No suspension of disabled or nondisabled students. No required action.	0.00%	2.20%*
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30* ---No suspension of disabled or nondisabled students		< 2.0	--*--	NA	No suspension and expulsion of disabled or nondisabled students. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	77.52%	Met	Data meet s the State target. No required action.	75.32%	78.38%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	10.09%	Met	Data meet s the State target. No required action.	11.26%	10.81%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	4.13%	Met	Data meet s the State target. No required action.	3.90%	1.80%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	85.29%	Met	Data meet s the State target. No required action.	89.66%	92.31%
6B	Aged 3-5 LRE: Separate School or Class		<18.70%	5.88%	Met	Data meet s the State target. No required action.	3.45%	0.00%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	66.67%	Not Met	Change in methodology. No required action.	33.33%	80.0%
		2. Exits within age expectations	67.80%	80.00%	Met		66.67%	100%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	77.78%	Met	Change in methodology. No required action.	83.33%	100%
		2. Exits within age expectations	57.10%	50.00%	Not Met		83.33%	80%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	71.43%	Met	Change in methodology. No required action.	66.67%	100%
		2. Exits within age expectations	65.50%	60.00%	Not Met		83.33%	100%
8A	Parent Survey	Age 3-5	47.00%	Less than 10 student	Less than 10 student	Data does not meet the State target. Improvement Plan required.	NA	80%
		Age 6-21	39.00%	20.00%	Not Met		19%	24%
14	Percent of youth who are no longer in secondary school,	A. Higher edw/in 1 year of leaving HS	23.00%	11.76%	Not Met	Data does not meet the State target. Improvement Plan required.	26.47%	

	had IEPs in effect at the time they left school, and were:	B. Higher edor employed w/in 1 year of leaving HS	49.00%	76.47%	Met	Data meet s the State target. No required action.	73.53%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	82.35%	Met	Data meet s the State target. No required action.		

FFY 2014 (SFY 2015)Part B Indicators								
SPP/APR Indicators sults Indicator C pliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category** **N size is < 30* ---No suspension of disabled or nondisabled students**	*Amer Indian/Alaska Native*	**< 2.0**	--*--	NA	No suspension and expulsion of disabled or nondisabled students. No required action.	0.00%	0.00%
		Asian	**< 2.0**	--*--	NA		0.00%	0.00%
		Black or African American	**< 2.0**	--*--	NA		0.00%	3.51%*
		Native Haw/Pacific Islander	**< 2.0**	--*--	NA		0.00%	0.00%
		White	**< 2.0**	--*--	NA		0.00%	0.68%
		2 or more races	**< 2.0**	--*--	NA		0.00%	0.00%
		Hispanic	**< 2.0**	--*--	NA		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**				**No (0%)**	
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.00%	1.63%
		Asian	**<2.0**	0.00%	Met		0.00%	0.00%
		Black, African American	**<2.0**	2.52%*	NA		2.11%	2.14%
		Native Haw/Pacific Islander	**<2.0**	0.00%	Met		0.00%	0.00%
		White	**<2.0**	0.63%	Met		0.70%	0.80%
		2 or more races	**<2.0**	0.15%	Met		0.23%	0.24%
		Hispanic	**<2.0**	0.79%	Met		0.94%	0.56%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	**No**			**No (0%)**	**No**

FFY 2014 (SFY 2015)Part B Indicators							
SPP/APR Indicators sults Indicator C pliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	97.67%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	100%	100%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	0.00%	NA	Subsequent data demonstrated compliance through verification. No further action required.	NA	NA
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100.00%	Met	Data meet s the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00	0.00	Disproportionate representation is identified. Follow-up action required to review policies, procedures, and practices. Corrective Action Plan required. .
		Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Black/African American	2.73%*	3.22%	1.55%	1.66%	0.89%	1.52%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.22%	0.48%	1.66%	1.55%	1.77%	0.87%	
		2 or more races	0.00%	0.14%	0.00%	0.00%	0.00%	0.75%	
		Hispanic	2.44%*	0.76%	0.00%	0.00%	0.85%	1.04%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Significant disproportionality identified. MSDE review of identification procedures is appropriate. No required action
		Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Black/African American	3.30%*	2.43%	1.75%	1.68%	0.79%	1.25%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.33%	0.59%	1.48%	1.10%	2.05%*	0.88%	
		2 or more races	0.00%	0.30%	0.00%	0.00%	0.00%	0.67%	
		Hispanic	1.35%	0.92%	0.00%	0.60%	0.78%	1.47%	
		Disproportionate representation is due to inappropriate identification							

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 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 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

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Congratulations!

March 11, 2016

Mr. Larry A. Bowers
Interim Superintendent
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dear Mr. Bowers:

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria*, and the *Graduation Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Montgomery County Public Schools (MCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the MCPS has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the MCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Phillip Lynch
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 3. LSS informed the State that it is unwilling to comply with the core requirements					

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

Montgomery County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma- 4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	70.35%	Met	Data meet s the State target. No required action.	67.51%	62.78%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	≤3.00%	Met	Data meet s the State target. No required action	3.63%	3.43%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for Math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	43.85%	66.64%
			Reading	33.00%	TBD	NA		61.05%	72.11%
		4	Mathematics	33.00%	TBD	NA		49.13%	69.45%
			Reading	34.15%	TBD	NA		66.36%	77.81%
		5	Mathematics	33.45%	TBD	NA		38.16%	67.24%
			Reading	34.05%	TBD	NA		72.82%	78.96%
		6	Mathematics	32.25%	TBD	NA		43.57%	61.36%
			Reading	31.70%	TBD	NA		58.51%	72.23%
		7	Mathematics	22.55%	TBD	NA		44.22%	60.25%
			Reading	34.65%	TBD	NA		57.24%	70.28%
		8	Mathematics	33.05%	TBD	NA		36.92%	44.49%
			Reading	36.85%	TBD	NA		53.24%	71.89%
		HS	Mathematics	25.52%	TBD	NA		59.61%	60.97%
			Reading	32.20%	TBD	NA		60.74%	60.90%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	2.78%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	3.20%*	4.23%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	2.10%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	2.98%*	2.23%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	66.85%	Not Met	Data does not meet the State target. Improvement Plan required.	67.35%	67.49%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	12.85%	Not Met	Data does not meet the State target. Improvement Plan required.	13.06%	13.13%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	5.93%	Met	Data meet s the State target. No required action.	6.27%	5.68%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	42.58%	Not Met	Data does not meet the State target. Improvement Plan required.	40.71%	42.55%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	35.12%	Not Met	Data does not meet the State target. Improvement Plan required.	36.14%	34.96%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	66.51%	Met	Change in methodology. No required action.	65.63%	60.8%
		2. Exits within age expectations	67.80%	60.50%	Not Met		60.03%	58.4%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	69.77%	Met	Change in methodology. No required action.	73.11%	69.9%
		2. Exits within age expectations	57.10%	52.42%	Not Met		56.25%	53.9%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	67.81%	Met	Change in methodology. No required action.	63.02%	60.30%
		2. Exits within age expectations	65.50%	64.32%	Not Met		61.72%	57.70%
8A	Parent Survey	Age 3-5	47.00%	47.00%	Met	Data meet s the State target. No required action.	42.00%	47.00%
		Age 6-21	39.00%	44.00%	Met		38.00%	42.00%
14	Percent of youth who are no longer in	A. Higher ed w/in 1 year of leaving HS	23.00%	36.41%	Met	Data meet s the State target. No required action.	42.68%	

	secondary school, had IEPs in effect at the time they left school, and were:	B. Higher ed or employed w/in 1 year of leaving HS	49.00%	57.66%	Met	Data meet s the State target. No required action.	76.38%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	63.51%	Met	Data meet s the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** Discrepancy exists in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.78%	Met		0.00%	1.08%
		Black or African American	**< 2.0**	5.87%*	NA		7.40%	7.27%
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	0.74%	Met		1.22%	0.99
		2 or more races	**< 2.0**	0.00%	Met		2.83*	2.08*
		Hispanic	**< 2.0**	1.75%	Met		2.08*	2.32*
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**				**No (0%)**	
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** Disproportionate representation exists in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.14%	Met	No disproportionate representation identified. No required action.	1.24%	0.90%
		Asian	**< 2.0**	0.43%	Met		0.43%	0.45%
		Black, African American	**< 2.0**	1.27%	Met		1.26%	1.27%
		Native Haw/Pacific Islander	**< 2.0**	0.74%	Met		1.12%	0.50%
		White	**< 2.0**	0.84%	Met		0.87%	0.86%
		2 or more races	**< 2.0**	0.81%	Met		0.82%	0.78%
		Hispanic	**< 2.0**	1.20%	Met		1.14%	1.15%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	**No**			**No (0%)**	**No**

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	98.17%	Not Met	Data does not meet the State target. Improvement Plan required. .	98.28%	96.44%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	99.79%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.05%	99.81%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100.00%	Met	Data meet s the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100.00%	Met	Data meet s the State target. No required action.	<100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	1.81%	1.10%	0.70%	0.28%	1.08%	2.11%*	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.
		Asian	0.66%	0.22%	0.17%	0.77%	0.79%	0.28%	
		Black/African American	1.94%	1.35%	2.05*	0.97%	0.99%	1.30%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.93%	0.91%	0.00%	
		White	0.46%	0.65%	0.76%	0.89%	1.27%	1.04%	
		2 or more races	0.70%	0.72%	0.94%	0.77%	0.95%	0.90%	
		Hispanic	1.30%	1.79%	0.52%	1.52%	0.60%	0.74%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	1.80%	0.86%	1.41%	1.04%	1.12%	2.11*	No disproportionate representation identified. No required action.
		Asian	0.64%	0.24%	0.17%	0.75%	0.77%	0.27%	
		Black/African American	2.03%	1.39%	2.26%	0.99%	0.90%	1.21%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.89%	1.91%	0.24%	
		White	0.48%	0.67%	0.72%	0.85%	1.41%	1.13%	
		2 or more races	0.53%	0.74%	0.84%	0.89%	0.95%	0.87%	
		Hispanic	1.21%	1.64%	0.43%	1.50%	0.55%	0.72%	
		Disproportionate representation is due to inappropriate identification							

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 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria*, and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Prince George's County Public Schools (PGCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the PGCPS has achieved the determination status of **"Needs Intervention, Year Two."**

For the last two consecutive years, the PGCPS has been assigned a determination status of "Needs Intervention". This ongoing need for intervention requires that the PGCPS and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies focused assistance, support and resources. For FFY 2014, the PGCPS did not meet the state target for five (5) results indicators/subindicators, 2, 4A, 5, and 8B, and also had difficulty demonstrating compliance for Indicator 11. The PGCPS staff will be required to meet with DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed plan to assist the PGCPS 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A; Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the PGCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Joan Rothgeb, Ed.S.
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Prince George's County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	62.31%	Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	54.30%	56.00%
									61.90%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)			≤4.47%	6.29%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	7.19%	7.19%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥95%	TBD	TBD	Change in methodology		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	Na			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator ■ Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	4.62%	Not Met	Did not meet the State target. A Corrective Action Plan is required.	4.61	3.68%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	2.94%	Not Met	Did not meet the State target. A Corrective Action Plan is required.	2.05	2.55%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	54.39%	Not Met	Data does not meet the State target. Improvement Plan required.	53.56%	52.30%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	27.09%	Not Met	Data does not meet the State target. Improvement Plan required.	27.94%	27.92%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	9.64%	Not Met	Data does not meet the State target. Improvement Plan required.	9.32%	9.12%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	54.63%	Not Met	Data does not meet the State target. Improvement Plan required.	43.69%	40.46%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	27.17%	Not Met	Data does not meet the State target. Improvement Plan required.	27.87%	29.17%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	63.91%	Not Met	Change in methodology. No required action.	60.72%	66.70%
		2. Exits within age expectations	67.80%	59.19%	Not Met		59.71%	61.50%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	58.51%	Not Met	Change in methodology. No required action.	48.56%	55.80%
		2. Exits within age expectations	57.10%	44.22%	Not Met		39.47%	41.60%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	60.86%	Not Met	Change in methodology. No Required action.	54.29%	58.70%
		2. Exits within age expectations	65.50%	59.02%	Not Met		56.03%	57.80%
8A	Parent Survey	Age 3-5	47%	48%	Met	Data does not meet the State target in 6-21. Improvement Plan required.	44.00%	52.00%
		Age 6-21	39%	35%	Not Met		35.00%	33.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	20.57%	Not Met	Data does not meet the target. Improvement plan required.		
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	40.08%	Not Met	Data does not meet the target. Improvement plan required.		
		C. Higher ed or training program or employed w/in 11 year of leaving HS	55.00%	42.53%	Not Met	Data does not meet the target. Improvement plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
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
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** Discrepancy exists in the category. **N size is < 30***	*Amer Indi/Alaska Native*	**<2.0**	8.57%	Not Met	Data did not meet the State target. A Corrective Action Plan is required.	2.49*	2.22*
		Asian	**< 2.0**	0.81%	Met		0.73	0.00
		Black or African American	**< 2.0**	5.36%	Not Met		4.77*	4.33*
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	1.53%	Met		1.53	1.40
		2 or more races	**< 2.0**	5.42%	Met		1.46	2.52*
		Hispanic	**< 2.0**	0.73%	Met		1.58	0.73
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No				No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** Disproportionate representation exists in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.05%	Met	No significant disproportionate representation. No required action.	1.11	0.95
		Asian	**< 2.0**	0.42%	Met		0.41	0.40
		Black, African American	**< 2.0**	0.94%	Met		0.97	0.91
		Native Haw/Pacific Islander	**< 2.0**	0.25%	Met		0.07	0.10
		White	**< 2.0**	1.41%	Met		1.38	1.47
		2 or more races	**< 2.0**	0.72%	Met		0.77	0.74
		Hispanic	**< 2.0**	0.75%	Met		0.71	0.71
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	97.51%	Not Met	Data does not meet the State target. Improvement Plan required.	97.47%	97.15%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	99.72%%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.69%	99.69%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100%	95.5%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.14%	1.67%	1.71%	0.74%	0.57%	Data did not meet the State target. A Corrective Action Plan is required.
	Asian	0.22%	0.31%	0.33%	0.52%	0.82%	0.14%	
	Black/African American	1.58%	1.07%	1.46%	0.58%	0.72%	0.89%	
	Native Hawaiian/ Pacific Islander	0.67%	0.28%	0.00%	0.41%	0.25%	0.24%	
	White	0.97%	1.07%	1.17%	2.21%	1.90%	1.86%	
	2 or more races	0.60%	0.77%	0.95%	0.83%	0.90%	0.50%	
	Hispanic	0.65%	1.12%	0.27%	0.55%	0.37%	0.52%	
	Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10 **FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	0.38%	1.31%	1.16%	1.18%	0.87%	0.57%	**Disproportionality exists. MSDE review of identification procedures are appropriate. No required action.**
	Asian	0.38%	0.31%	0.26%	0.59%	0.71%	0.13%	
	Black/African American	1.50%	1.13%	1.33%	0.58%	0.68%	0.93%	
	Native Hawaiian/ Pacific Islander	0.63%	0.00%	0.00%	0.00%	0.00%	0.24%	
	White	1.02%	1.03%	1.38%	2.08%*	2.18%*	1.75%	
	2 or more races	0.42%	0.86%	0.88%	1.03%	0.76%	0.67%	
	Hispanic	0.62%	1.06%	0.20%	0.59%	0.32%	0.51%	
	Disproportionate representation is due to inappropriate identification							

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 (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%	98.19%	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 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 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Queen Anne's County Board of Education (QACBOE). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the QACBOE has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the QACBOE to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Diane McGowan
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Queen Anne's County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	**Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 13-14)**			**61.43%**	79.31%	Met	Data meets the State target. Continue to implement Master Plan Improvement Strategies.	73.47%	70.0%
									72.88%
2	**Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)**			**≤4.47%**	≤%3.00%	Met	Data meets the State target. Continue to implement Master Plan Improvement Strategies.	3.76%	3.76%
3A	**State Assessment: AMO for disability subgroup in the LEA**	**AMO for Reading**		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	**State Assessment: Participation rates of IEP students in all grades in the LEA**			**≥ 95%**	TBD	TBD	Change in methodology.		
3C	**State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards**	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	NA			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2014 (SFY 2015) Part B Indicators

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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	2.46*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	6.81*	0.00
4A	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	7.37*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.00	0.00
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	92.45%	Met	Data meets State target. No required action.	92.70%	92.38%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	5.28%	Met	Data meets State target. No required action.	4.49%	3.98%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	0.96%	Met	Data meets State target. No required action.	1.01%	1.22%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	48.45%	Not Met	Data does not meet the State target. Improvement Plan required.	53.85%	1.22%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70	29.90%	Not Met	Data does not meet the State target. Improvement Plan required.	24.04%	54.55%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	70.83%	Met	Change in methodology. No required action.	75.00%	80.0%
7A		2. Exits within age expectations	67.80%	72.97%	Met		78.57%	93.8%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	71.43%	Met	Change in methodology. No required action.	71.00%	100%
7B		2. Exits within age expectations	57.10%	54.96%	Met		73.81%	93.8%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	72%	Met	Change in methodology. No required action.	79.00%	100%
7C		2. Exits within age expectations	65.50%	78.38%	Met		80.95%	93.8%
8A	Parent Survey	Age 3-5	47%	33.00%	Not Met	Data does not meet the State target for 3-5. Improvement Plan required. Data meets the State target for 6-21. No required action.	NA	44.0%
8A		Age 6-21	39%	51.00%	Met		47.00%	49.0%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	33.87%	Met	Data does meet State target. No required action.		
14		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	80.65%	Met	Data meets State target. No required action.		
14		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	85.48%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	18.15%*	Met		0.00	0.00
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	1.31%	Met		0.00	1.45
		2 or more races	**< 2.0**	0.00%	Met		0.00	0.00
		Hispanic	**< 2.0**	0.00%	Met		0.00	0.00
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No			No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.80%	Met	No significant disproportionate representation identified. No required action.	0.84	1.36
		Asian	**< 2.0**	0.64%	Met		0.59	0.56
		Black, African American	**< 2.0**	1.81%	Met		1.95	1.85
		Native Haw/Pacific Islander	**< 2.0**	1.20%	Met		2.16*	2.18*
		White	**< 2.0**	0.75%	Met		0.71	0.67
		2 or more races	**< 2.0**	0.96%	Met		0.64	0.72
		Hispanic	**< 2.0**	0.54%	Met		0.55	0.73
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			No (0%)	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2012	FFY 2011
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	97.17%	Not Met	Data does not meet the State target. Improvement Plan required.	95.93%	98.94%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data does not meet the State target. Improvement Plan required.	100%	86%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	< 100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.62%	0.00%	0.00%	0.00%	0.00%	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices
		Asian	0.00%	0.57%	0.00%	1.88%	0.96%	0.00%	
		Black/African American	1.20%	1.75%	4.80%*	1.81%	0.97%	2.44%*	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.91%	0.76%	0.26%	0.81%	0.93%	0.66%	
		2 or more races	0.00%	0.88%	1.47%	0.24%	1.25%	1.66%	
		Hispanic	1.77%	0.62%	0.46%	0.15%	1.15%	0.30%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part 5B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exits in the category.**	**American Indian/Alaska Native**	0.00%	1.35%	0.00%	0.00%	0.00%	0.00%	No significant disproportionate representation exists. No action required.
		Asian	0.00%	1.35%	0.00%	0.00%	0.00%	0.00%	
		Black/African American	2.38%*	2.16%*	3.35%*	3.94%*	0.85%	1.93%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.71%	0.64%	0.33%	0.54%	1.16%	0.86%	
		2 or more races	0.00%	0.73%	2.00%	0.00%	0.93%	1.08%	
		Hispanic	0.74%	0.62%	0.62%	0.11%	0.95%	0.46%	
		Disproportionate representation is due to inappropriate identification							

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			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%	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 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 11, 2016

Mr. James Scott Smith
Interim 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the St. Mary's County Public Schools (SMCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the SMCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the SMCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Susie Fowler
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

St. Mary's County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators

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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.34%	62.16%	Met	Data meet s the State target. No required action.	57.89%	57.98%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	≤3.00%	Met	Data meet s the State target. No required action.	3.33%	<3.00%
3A	**State Assessment: AMO for disability subgroup in the LEA**	**AMO for Reading**		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for Math		NA	NA	NA		Not Met	Not Met
3B	**State Assessment: Participation rates of IEP students in all grades in the LEA**			**≥ 95%**	TBD	TBD	Change in methodology.	Met	> 95%
3C	**State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards**	3	Mathematics	**37.10%**	TBD	NA	Change in methodology.	46.21%	48.76%
			Reading	**33.00%**	TBD	NA		42.74%	56.20%
		4	Mathematics	**33.00%**	TBD	NA		46.62%	73.05%
			Reading	**34.15%**	TBD	NA		52.27%	66.67%
		5	Mathematics	**33.45%**	TBD	NA		44.19%	47.33%
			Reading	**34.05%**	TBD	NA		64.34%	65.65%
		6	Mathematics	**32.25%**	TBD	NA		29.17%	51.82%
			Reading	**31.70%**	TBD	NA		43.33%	52.29%
		7	Mathematics	**22.55%**	TBD	NA		24.11%	35.54%
			Reading	**34.65%**	TBD	NA		36.04%	46.28%
		8	Mathematics	**33.05%**	TBD	NA		28.32%	36.36%
			Reading	**36.85%**	TBD	NA		38.05%	38.84%
		HS	Mathematics	**25.52%**	TBD	NA		42.86%	58.67%
			Reading	**32.20%**	TBD	NA		35.06%	37.97%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	3.56%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.10%	0.18%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	--*--	NA	No suspension and expulsion of disabled or nondisabled students. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	77.69%	Met	Data meet s the State target. No required action.	78.01%	78.64%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	10.18%	Met	Data meet s the State target. No required action.	10.23%	9.85%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	2.01%	Met	Data meet s the State target. No required action.	1.93%	1.65%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	74.89%	Met	Data meet s the State target. No required action.	64.32%	64.35%
6B	Aged 3-5 LRE: Separate School or Class		<18.70%	0.00%	Met	Data meet s the State target. No required action.	0.00%	0.43%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	56.10%	Not Met	Change in methodology. No required action.	76.47%	0.18%
		2. Exits within age expectations	67.80%	66.41%	Not Met		80.58%	0.00%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	59.63%	Not Met	Change in methodology. No required action.	72.37%	78.64%
		2. Exits within age expectations	57.10%	54.96%	Not Met		66.69%	9.85%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	51.69%	Not Met	Change in methodology. No required action.	72.41%	69.4%
		2. Exits within age expectations	65.50%	62.60%	Not Met		76.70%	81.0%
8A	Parent Survey	Age 3-5	47.00%	40.00%	Not Met	Data does not meet the State target for Age 3-5. Improvement plan required.	37.00%	40.00%
		Age 6-21	39.00%	52.00%	Met		42.00%	39.00%
14	Percent of youth who are no longer in secondary school,	A. Higher ed w/in 1 year of leaving HS	23.00%	18.48%	Not Met	Data does not meet the State target. Improvement Plan required.	18.37%	

	had IEPs in effect at the time they left school, and were:	B. Higher ed or employed w/in 1 year of leaving HS	49.00%	46.74%	Not Met	Data does not meet the State target. Improvement Plan required.	55.10%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	63.04%	Met	Data meet s the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	Disproportionate representation is identified. Follow-up action required to review policies, procedures, and practices. Corrective Action Plan required.	0.00%	0.00%
		Asian	**< 2.0**	0.00%	Met		0.00%	0.00%
		Black or African American	**< 2.0**	4.83%*	NA		0.00%	0.31%
		Native Haw/Pacific Islander	**< 2.0**	--*--	NA		0.00%	0.00%
		White	**< 2.0**	2.76%	Not Met		0.15%	0.14%
		2 or more races	**< 2.0**	0.00%	Met		0.00%	0.00%
		Hispanic	**< 2.0**	0.00%	Met		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**	No			**No (0%)**	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.75%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	1.81%	1.76%
		Asian	**< 2.0**	0.55%	Met		0.38%	0.36%
		Black, African American	**< 2.0**	1.26%	Met		1.83%	1.81%
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.41%	0.32%
		White	**< 2.0**	1.16%	Met		0.70%	0.70%
		2 or more races	**< 2.0**	0.96%	Met		0.76%	0.73%
		Hispanic	**< 2.0**	0.34%	Met		0.80%	0.83%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	No

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	97.50%	Not Met	Data does not meet the State target. Improvement Plan required.	98.74%	98.39%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meet s the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meet s the State target. No required action..	100%	100%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.97%	2.80%*	1.10%	0.00%	3.11%*	Disproportionate representation is identified. Follow-up action required to review policies, procedures, and practices. Corrective Action Plan required.
		Asian	0.00%	0.73%	0.00%	0.38%	0.64%	0.27%	
		Black/African American	2.90%*	2.04%	2.15%	1.22%	0.89%	1.59%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	6.35%*	5.01*	0.00%	0.00%	
		White	0.41%	0.65%	0.78%	0.78%	1.04%	0.79%	
		2 or more races	0.93%	1.12%	0.58%	1.26%	1.43%	1.10%	
		Hispanic	0.95%	0.68%	0.45%	1.26%	0.00%	0.78%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.**	**American Indian/Alaska Native**	0.00%	2.49%*	2.36*	0.00%	0.00%	3.44%*	**Disproportionate representation identified. MSDE review of identification procedures are generally appropriate. Improvement Plan required.**
		Asian	0.37%	0.23%	0.27%	0.84%	0.69%	0.20%	
		Black/African American	2.89%	2.33%	2.50%	1.26%	1.16%	1.66%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	2.64%*	0.00%	0.00%	
		White	0.47%	0.59%	0.66%	0.82%	0.91%	0.78%	
		2 or more races	0.44%	0.70%	0.16%	1.17%	0.68%	0.91%	
		Hispanic	0.71%	0.69%	0.51%	0.94%	1.15%	0.82%	
		Disproportionate representation is due to inappropriate identification							

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 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%	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 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

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

Congratulations!

March 11, 2016

Dr. John B. Gaddis
Superintendent
Somerset County Public Schools
7982-A Tawes Campus Drive
Westover, MD 21871

John

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Somerset County Public Schools (SCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the SCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate:
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the SCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Lynette Johnson
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 3. LSS informed the State that it is unwilling to comply with the core requirements					

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Somerset County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥61.34%	71.43%	Met	Data meet s the State target. No required action.	52.17%	64.29%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	5.48%	Not Met	Data does not meet the State target. Improvement plan required.	5.22%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Not Met
		AMO for Math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Met	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	57.14%	71.43%
			Reading	33.00%	TBD	NA		69.57%	78.05%
		4	Mathematics	33.00%	TBD	NA		63.16%	74.19%
			Reading	34.15%	TBD	NA		77.27%	70.97%
		5	Mathematics	33.45%	TBD	NA		54.29%	71.43%
			Reading	34.05%	TBD	NA		71.43%	85.71%
		6	Mathematics	32.25%	TBD	NA		28.13%	75.00%
			Reading	31.70%	TBD	NA		53.13%	75.00%
		7	Mathematics	22.55%	TBD	NA		29.73%	75.86%
			Reading	34.65%	TBD	NA		44.19%	72.41%
		8	Mathematics	33.05%	TBD	NA		17.86%	30.77%
			Reading	36.85%	TBD	NA		53.57%	56.41%
		HS	Mathematics	25.52%	TBD	NA		30.30%	30.43%
			Reading	32.20%	TBD	NA		21.88%	30.43%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.00%	Met	Data meet s the State target. No required action.	3.20%*	2.01%*
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.09%	Met	Data meet s the State target. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	78.57%	Met	Data meet s the State target. No required action.	78.29%	0.00%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	15.02%	Not Met	Data does not meet the State target. Improvement plan required.	14.63%	0.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	4.43%	Met	Data meet s the State target. No required action.	4.88%	3.09%*
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	18.42%	Not Met	Data does not meet the State target. Improvement plan required.	62.50%	0.00%
6B	Aged 3-5 LRE: Separate School or Class		<18.90%	44.74%	Not Met	Data does not meet the State target. Improvement plan required.	2.50%	1.24%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	77.78%	Met	Change in methodology. No required action.	83.33%	0.00%
		2. Exits within age expectations	67.80%	45.45%	Not Met		73.33%	0.00%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	54.55%	Not Met	Change in methodology. No required action.	86.67%	40.0%
		2. Exits within age expectations	57.10%	9.09%	Not Met		60.00%	33.30%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	66.67%	Met	Change in methodology. No required action.	75.00%	50.00%
		2. Exits within age expectations	65.50%	54.55%	Not Met		73.33%	33.30%
8A	Parent Survey	Age 3-5	47.00%	Less than 10	Less than 10	Data meet s the State target. No required action.	Less than 10	62.00%
		Age 6-21	39.00%	45.0%	Met		48.00%	67.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	16.67%	Not Met	Data does not meet the State target. Improvement plan required.	7.69%	
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	60.00%	Met	Data meet s the State target. No required action.	46.15%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	63.33%	Met	Data meet s the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
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
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	No discrepancy identified. No required action.	0.00%	0.00%
		Asian	**< 2.0**	0.00%	Met		0.00%	0.00%
		Black or African American	**< 2.0**	0.36%	Met		3.83%*	3.09*
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00%	0.00%
		White	**< 2.0**	0.00%	Met		1.30%	1.24%
		2 or more races	**< 2.0**	0.00%	Met		0.00%	0.00%
		Hispanic	**< 2.0**	0.00%	Met		9.47%*	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**					
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	6.62%*	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	6.51%*	0.00%
		Asian	**< 2.0**	0.30%	Met		0.54%	0.27%
		Black, African American	**< 2.0**	1.65%	Met		1.25%	1.40%
		Native Haw/Pacific Islander	**< 2.0**	1.18%	Met		0.00%	0.00%
		White	**< 2.0**	0.73%	Met		1.19%	1.16%
		2 or more races	**< 2.0**	1.10%	Met		0.65%	0.77%
		Hispanic	**< 2.0**	0.86%	Met		0.40%	0.42%
		Disproportionate representation is due to inappropriate identification	**No (0%)**					

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	96.61%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	98.51%	95.70%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	< 100.00%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	<100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	19.18%*	0.00%	0.00%	0.00%	0.00%	*Did not meet the State criteria for the "N" size of 30. Follow-up required to review policies, procedures, and practices.
		Asian	0.00%	0.78%	0.00%	2.31%*	0.00	0.00	
		Black/African American	1.90%	1.51%	1.39%	0.82%	0.81	1.47%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	1.19%	0.86%	1.86%	1.05%	2.72%*	1.14%	
		2 or more races	0.81%	1.08%	0.00%	0.72%	0.85%	0.81%	
		Hispanic	0.00%	0.17%	0.00%	0.74%	0.00%	0.53%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	2.22%*	0.00%	0.00%	Disproportionate representation does not exist. No required action.
		Asian	0.00%	0.00%	0.00%	4.30%*	0.00%	0.00%	
		Black/African American	2.31*%	1.81%	1.17%	0.36%	1.04%	1.46%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.99%	1.07%	1.71%	0.89%	2.49%*	1.16%	
		2 or more races	0.72%	0.82%	0.00%	0.60%	0.00%	0.63%	
		Hispanic	0.00%	0.26%	0.44%	0.61%	0.00%	0.57%	
		Disproportionate representation is due to inappropriate identification							

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 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%	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 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 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Talbot County Public Schools (TCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the TCPS has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the TCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Kristin Mentges
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)**
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 3. LSS informed the State that it is unwilling to comply with the core requirements					

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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

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

Talbot County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 14-15)			≥ 61.43%	72.00%	Met	Data meet s the State target. No required action.	55.56%	56.25%
2	Students with IEPs dropping out (Option 2 lever rate data based on SY 14-15)			≤4.47%	≤3.0%	Met	Data meet s the State target. No required action.	≤3.0%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by the U.S. Dept. of Education. Change in methodology.	Not Met	Met
		AMO for Math		NA	NA	NA		Not Met	Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.		Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	55.00%	44.44%
			Reading	33.00%	TBD	NA		59.38%	52.78%
		4	Mathematics	33.00%	TBD	NA		50.00%	25.00%
			Reading	34.15%	TBD	NA		67.50%	50.00%
		5	Mathematics	33.45%	TBD	NA		41.67%	30.43%
			Reading	34.05%	TBD	NA		52.17%	60.87%
		6	Mathematics	32.25%	TBD	NA		25.00%	30.00%
			Reading	31.70%	TBD	NA		41.67%	15.00%
		7	Mathematics	22.55%	TBD	NA		36.84%	31.82%
			Reading	34.65%	TBD	NA		31.58%	54.55%
		8	Mathematics	33.05%	TBD	NA		13.64%	23.81%
			Reading	36.85%	TBD	NA		31.82%	47.62%
		HS	Mathematics	25.52%	TBD	NA		39.13%	40.91%
			Reading	32.20%	TBD	NA		26.09%	40.91%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator ■ Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	8.32%*	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	3.39%*	1.18%
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		≤ 2.0	-*-	NA	No suspension of disabled or nondisabled students. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	79.18%	Met	Data meets the State's target. No required action.	74.34%	74.39%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	8.74%	Met	Data meets the State's target. No required action.	9.62%	7.01%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	0.77%	Met	Data meets the State's target. No required action.	0.58%	0.91%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	98.15%	Met	Data meets the State's target. No required action.	100.00%	96.23%
6B	Aged 3-5 LRE: Separate School or Class		<18.70%	1.85%	Met	Data meets the State's target. No required action.	0.00%	0.00%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	92.86%	Met	Change in methodology. Nor required action.	90.00%	72.20%%
		2. Exits within age expectations	67.80%	57.89%	Not Met		90.48%	60.90%%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	93.33%	Met	Change in methodology. Nor required action.	88.24%	59.10%%
		2. Exits within age expectations	57.10%	42.11%	Not Met		85.71%	47.80%%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	66.67%	Met	Change in methodology. Nor required action.	90.91%	71.40%%
		2. Exits within age expectations	65.50%	63.16%	Not Met		90.48%	47.80%%
8A	Parent Survey	Age 3-5	47.00%	NA	NA	Data meets the State's target for age 6-21. No required action.	NA	NA
		Age 6-21	39.00%	67.00%	Met		54.00%	58.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	3.70%	Not Met	Data does not meet the State's target. Improvement plan needed.	29.17%	
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	66.67%	Met	Data meets the State's target. No required action.	87.50%	
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	74.07%	Met	Data meets the State's target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators (Results Indicator / Compliance Indicator)			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity **Discrepancy exists in the category** **N size is < 30***	*Amer Indian/Alaska Native*	≤2.0	--*--	NA	*Did not meet the State criteria for the "N" size of 30. Follow-up action to review policies, procedures, and practices.	0.0%	0.00%
		Asian	≤2.0	0.00%	Met		0.0%	0.00%
		Black or African American	≤2.0	15.25%*	NA		7.44%*	3.52%*
		Native Haw/Pacific Islander	≤2.0	--*--	NA		0.0%	0.00%
		White	≤2.0	5.56%*	NA		1.31%	0.00%
		2 or more races	≤2.0	46.68%*	NA		29.10%*	11.52%*
		Hispanic	≤2.0	0.00%	Met		0.0%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**				**No (0%)**	
9	Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	≤2.0	0.00%	Met	No disproportionate representation identified. No action required.	0.00%	0.00%
		Asian	≤2.0	0.37%	Met		0.42%	0.44%
		Black, African American	≤2.0	1.65%	Met		1.61%	1.51%
		Native Haw/Pacific Islander	≤2.0	0.00%	Met		0.00%	5.70%*
		White	≤2.0	0.86%	Met		0.87%	0.83%
		2 or more races	≤2.0	0.62%	Met		0.78%	0.93%
		Hispanic	≤2.0	0.72%	Met		0.67%	0.75%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			**No (0%)**	**No**

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	No significant disproportionate representation identified. No action required.
		Asian	1.43%	0.37%	0.00%	0.45%	0.00%	0.00%	
		Black/African American	1.96%	1.68%	0.61%	1.43%	1.69%	1.78%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.38%	0.93%	3.02%	0.79%	1.09%	1.04%	
		2 or more races	0.68%	0.76%	0.00%	0.45%	0.96%	0.00%	
		Hispanic	1.23%	0.50%	0.48%	1.22%	1.18%	0.60%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	No significant disproportionate representation identified. No action required.
		Asian	0.00%	0.42%	0.00%	0.50%	0.00%	1.12%	
		Black/African American	1.96%	1.85%	1.36%	1.26%	1.30%	1.29%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.54%	0.89%	1.89%	0.91%	1.29%	0.92%	
		2 or more races	0.77%	0.64%	0.00%	0.76%	1.26%	0.54%	
		Hispanic	1.41%	0.41%	0.00%	1.07%	0.40%	0.74%	
		Disproportionate representation is due to inappropriate identification							

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			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%	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 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%

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	99.28%	Not Met	Data does not meet the State target. Improvement Plan required.	98.66%	99.15%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100.00%	Met	Data meet s the State target. No required action.	88.89%	60.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100.00%	Met	Data meet s the State target. No required action.	100.00%	

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 11, 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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Washington County Board of Education (WCBOE). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the WCBOE has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the WCBOE to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Jeff Gladhill
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Washington County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 14-15)			≥61.43%	69.89%	Met	Data meets the State target. No required action.	63.57%	61.88%
									64.38%
2	Students with IEPs dropping out (Option 2 leaver rate data based on SY 14-15)			≤4.47%	3.16%	Met	Data meets the State target. No required action.	3.55%	3.55%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.		Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.		43.92%
			Reading	33.00%	TBD	NA			44.59%
		4	Mathematics	33.00%	TBD	NA			52.87%
			Reading	34.15%	TBD	NA			55.17%
		5	Mathematics	33.45%	TBD	NA			46.67%
			Reading	34.05%	TBD	NA			60.00%
		6	Mathematics	32.25%	TBD	NA			55.56%
			Reading	31.70%	TBD	NA			47.80%
		7	Mathematics	22.55%	TBD	NA			51.69%
			Reading	34.65%	TBD	NA			60.45%
		8	Mathematics	33.05%	TBD	NA			45.78%
			Reading	36.85%	TBD	NA			54.76%
		HS	Mathematics	25.52%	TBD	NA			60.40%
			Reading	32.20%	TBD	NA			62.64%

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014 State Target	Local Results	Target Met	Action Required	Previous Results FFY 2013	FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is <30*		< 2.0	1.33	Met	Data meets the State target. No required action.	3.10%*	0.00%
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is <30* --*--No suspension of disabled or nondisabled students		< 2.0	--*--	Met	Data meets the State target. No required action.	0.00%	0.00%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	79.58%	Met	Data meets the State target. No required action.	79.83%	81.53%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	10.24%	Met	Data meets the State target. No required action.	9.60%	8.91%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	5.48%	Met	Data meets the State target. No required action.	4.22%	4.27%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	67.94%	Met	Data meets the State target. No required action.	66.40%	71.37%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	6.11%	Met	Data meets the State target. No required action.	2.00%	0.85%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	67.35%	Not Met	Change in methodology. No required action.	87.10%	64.30%
		2. Exits within age expectations	67.80%	68.66%	Met		85.37%	58.90%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	52.46%	Not Met	Change in methodology. No required action.	65.00%	50.70%
		2. Exits within age expectations	57.10%	41.79%	Not Met		53.66%	35.60%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	61.40%	Not Met	Change in methodology. No required action.	58.82%	50.00%
		2. Exits within age expectations	65.50%	58.21%	Not Met		58.84%	46.60%
8A	Parent Survey	Age 3-5	47.00%	47.00%	Met	Data meets the State target. No required action.	40.00%	33.00%
		Age 6-21	39.00%	42.00%	Met		32.00%	36.00%
14	Percent of youth who are no longer in	A. Higher Ed. w/in 1 year of leaving HS	23.00%	17.99%	Not Met	Data does not meet the State target. Improvement plan required.	19.28%	

	secondary school, had IEPs in effect at the time they left school, and were:	**B. Higher Ed. or employed w/in 1 year of leaving HS**	**49.00%**	54.50%	Met	Data meets the State target. No required action.	61.45%	
		C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	56.61%	Met	Data meets the State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2013			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30*** **0=No students in the category**	*Amer Indian/Alaska Native*	**< 2.0**	0.00	Met	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	0.00%
		Asian	**< 2.0**	0.00	Met		0.00%	0.00%
		Black or African American	**< 2.0**	8.32*	NA		18.11%*	0.00%
		Native Haw/Pacific Islander	**< 2.0**	0.00	Met		0.00%	0.00%
		White	**< 2.0**	0.00	Met		0.00%	0.00%
		2 or more races	**< 2.0**	0.00	Met		0.00%	0.00%
		Hispanic	**< 2.0**	0.00	Met		0.00%	0.00%
		Policies/procedures/ Practices contribute to the discrepancy	**No**				No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.58%	Met	Data meets the State target. No required action.	0.96%	1.09%
		Asian	**< 2.0**	0.46%	Met		0.43%	0.44%
		Black, African American	**< 2.0**	1.43%	Met		1.42%	1.46%
		Native Haw/Pacific Islander	**< 2.0**	0.98%	Met		0.99%	0.89%
		White	**< 2.0**	0.86%	Met		0.91%	0.91%
		2 or more races	**< 2.0**	0.81%	Met		0.80%	0.74%
		Hispanic	**< 2.0**	0.87%	Met		0.80%	0.73%
		Disproportionate representation is due to inappropriate identification	**No (0%)**	NO (0%)	Met		No (0%)	**No (0%)**

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	97.30%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action.	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	1.00%	0.00%	2.31%*	0.00%	2.57%*	Data does not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.
		Asian	0.00%	0.16%	0.00%	0.37%	2.15%*	0.41%	
		Black/African American	1.64%	1.64%	1.80%	1.05%	0.77%	1.63%	
		Native Hawaiian/ Pacific Islander	0.00%	3.12%*	0.00%	0.00%	0.00%	0.00%	
		White	0.89%	0.81%	0.99%	0.93%	0.97%	0.87%	
		2 or more races	0.86%	0.84%	1.03%	0.75%	0.64%	0.71%	
		Hispanic	0.79%	0.84%	0.36%	1.43%	1.12%	0.62%	
		Disproportionate representation is due to inappropriate identification							

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Discrepancy exists in the category.**	**American Indian/Alaska Native**	3.56%*	0.00%	0.00%	0.00%	0.00%	1.38%	No disproportionate representation identified. No Required action.
		Asian	0.00%	0.22%	0.00%	0.00%	2.51%*	0.22%	
		Black/African American	1.73%	1.67%	2.05%	0.80%	0.84%	1.50%	
		Native Hawaiian/ Pacific Islander	0.00%	2.93%*	0.00%	0.00%	0.00%	0.00%	
		White	0.93%	0.84%	0.90%	1.21%	0.94%	0.92%	
		2 or more races	0.66%	0.77%	0.91%	0.92%	0.56%	0.84%	
		Hispanic	0.57%	0.74%	0.31%	1.34%	0.93%	0.75%	
		Disproportionate representation is due to inappropriate identification							

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 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%	98.15%	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 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 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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Wicomico County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
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
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	60.26%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	60.92%	55.96%
									61.47%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)			≤4.47%	3.77%	Met	Data does meet the State target. Continue to implement Master Plan Improvement Strategies.	5.47%	5.47%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	22.55%	TBD	NA			
			Reading	34.65%	TBD	NA			
		8	Mathematics	33.05%	TBD	NA			
			Reading	36.85%	TBD	NA			
		HS	Mathematics	25.52%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.79%	Met	Data meets State target. No required action.	0.63	0.48
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	3.63%*	Not Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.00	3.71*
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	77.77%	Met	Data meets State target. No required action.	77.45%	74.75%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	13.57%	Not Met	Data does not meet State target. Improvement Plan required.	14.04%	13.59%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	0.64%	Met	Data meets State target. No required action.	0.71%	0.60%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	53.24%	Not Met	Data does not meet State target. Improvement Plan required.	53.24%	40.64%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	4.17%	Not Met	Data does not meet State target. Improvement Plan required.	4.17%	9.96%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	53.19%	Not Met	Change in methodology. No required action.	53.19%	68.30%
		2. Exits within age expectations	67.80%	66.30%	Not Met		66.30%	79.10%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	52.31%	Not Met	Change in methodology. No required action.	52.31%	67.90%
		2. Exits within age expectations	57.10%	53.26%	Not Met		53.26%	68.10%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	53.06%	Not Met	Change in methodology. No required action.	53.06%	67.40%
		2. Exits within age expectations	65.50%	72.83%	Met		72.83%	76.90%
8A	Parent Survey	Age 3-5	47%	NA	NA	NA	NA	44.00%
		Age 6-21	39%	NA	NA		NA	41.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	9.09%	Not Met	Data does not meet the State target. Improvement Plan required.		
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	51.14%	Met	Data meets State target. No required action.		
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	60.23%	Met	Data meets State target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** Discrepancy exists in the category. **N size is < 30*** ----No suspension of disabled or nondisabled students	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	No suspension of disabled or nondisabled students.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	1.39%	Met		1.27	0.95
		Native Haw/Pacific Islander	**< 2.0**	--*--	Met		0.00	0.00
		White	**< 2.0**	0.28%	Met		0.22	0.17
		2 or more races	**< 2.0**	0.93%	Met		0.00	0.74
		Hispanic	**< 2.0**	0.91%	Met		0.00	0.00
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No			No	No
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** Disproportionate representation exits in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.62%	Met	No significant disproportionate representation dentified. No required action	0.48	0.34
		Asian	**< 2.0**	0.25%	Met		0.31	0.37
		Black, African American	**< 2.0**	1.48%	Met		1.44	1.43
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	0.81%	Met		0.89	0.87
		2 or more races	**< 2.0**	1.09%	Met		0.98	0.84
		Hispanic	**< 2.0**	0.97%	Met		0.83	0.89
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No			No (0%)	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%

FFY 2014(SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
++	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** ☐ **Disproportionate representation exits in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.81%	0.00%	0.00%	1.72%	1.00%	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices
		Asian	0.95%	0.09%	0.00%	0.39%	0.19%	0.00%	
		Black/African American	1.84%	1.72%	2.20%*	1.25%	0.73%	1.55%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.56%	0.71%	0.97%	0.85%	1.52%	0.81%	
		2 or more races	0.29%	0.71%	1.19%	1.67%	1.41%	1.58%	
		Hispanic	1.12%	1.10%	0.00%	0.98%	0.93%	0.83%	
		Disproportionate representation is due to inappropriate identification							

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** ☐ **Disproportionate representation exits in the category**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	1.75%	2.08%*	**Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.**
		Asian	0.71%	0.05%	0.00%	0.57%	0.40%	0.12%	
		Black/African American	1.85%	1.75%	2.01%*	1.02%	0.67%	1.64%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.58%	0.80%	0.78%	1.04%	1.74%	0.82%	
		2 or more races	0.44%	0.70%	1.17%	1.42%	0.89%	1.40%	
		Hispanic	1.13%	0.89%	0.54%	0.95%	0.83%	0.66%	
		Disproportionate representation is due to inappropriate identification							

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

Congratulations!

March 11, 2016

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Worcester County Board of Education (WCBOE). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the WCBOE has achieved the determination status of **"Meets Requirements."**

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduate Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the WCBOE to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Rae Ann Record
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood

Access, Equity, & Progress

Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

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

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)				

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

Worcester County Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	**Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 13-14)**			**≥61.43%**	81.48%	Met	Data meets the State target. No Action required.	78.43%	79.55%
									79.55%
2	**Students with IEPs dropping out**			**≤4.47%**	**≤3.0%**	Met	Data meets the State target. Continue to implement *Master Plan* Improvement Strategies	**≤3.0%**	≤3.00%
3A	**State Assessment: AMO for disability subgroup in the LEA**	**AMO for reading**		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.		
		AMO for Math		NA	NA	NA			
3B	**State Assessment: Participation rates of IEP students in all grades in the LEA**			**≥ 95%**	TBD	TBD	Change in methodology.		
3C	**State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards**	3	Mathematics	37.10%	TBD	NA	Change in methodology.		
			Reading	33.00%	TBD	NA			
		4	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	NA			
		5	Mathematics	33.45%	TBD	NA			
			Reading	34.05%	TBD	NA			
		6	Mathematics	32.25%	TBD	NA			
			Reading	31.70%	TBD	NA			
		7	Mathematics	37.10%	TBD	NA			
			Reading	33.00%	TBD	NA			
		8	Mathematics	33.00%	TBD	NA			
			Reading	34.15%	TBD	Na			
		HS	Mathematics	33.45%	TBD	NA			
			Reading	32.20%	TBD	NA			

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators (Results Indicator / Compliance Indicator)			FFY 2013 State Target	FFY 2013 Local Results	FFY 2013 Target Met	Action Required	Previous Results FFY 2013	Previous Results FFY 2012
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	1.16	Met	Data meets State target. No required action.	3.87*	2.10*
	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	--*--	NA	No suspension of disabled or nondisabled students.	0.00	0.00
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	88.04%	Met	Data meets the State target. No required action.	89.31%	89.88%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	1.88%	Met	Data meets the State target. No required action.	1.41%	2.05%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	5.24%	Met	Data meets the State target. No required action.	5.63%	4.51%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	38.24%	Not Met	Data does not meet State target. Improvement Plan required.	35.71%	35.92%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	27.45%	Not Met	Data does not meet State target. Improvement Plan required.	26.79%	28.16%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	79.31%	Not Met	Change in methodology. No required action.	50.00%	83.3%
		2. Exits within age expectations	67.80%	67.50%	Not Met		67.65%	85.3%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	74.29%	Met	Change in methodology	67.86%	79.3%
		2. Exits within age expectations	57.10%	62.50%	Met		61.76%	67.7%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	72.41	Met	Change in methodology. No required action.	58.33%	66.70%
		2. Exits within age expectations	65.50%	67.50%	Met		67.65%	66.7%
8A	Parent Survey	Age 3-5	47.00%	92.00%	Met	Data meet State target for 3-5 and 6-21. No required action.	47.00%	60.0%
		Age 6-21	39.00%	67.00%	Met		64.00%	47.0%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS	23.00%	28.07%	Met	Data meets the State target. No required action.		
		B. Higher ed or employed w/in 1 year of leaving HS	49.00%	73.68%	Met	Data meets the State target. No required action.		
		C. Higher ed or training program or employed w/in 1 year of leaving HS	55.00%	77.19%	Met	Data meets the target. No required action.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators: Results Indicator / Compliance Indicator			FFY 2014			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	4.25%*	NA		8.23*	5.10*
		Native Haw/Pacific Islander	**< 2.0**	--*--	NA		0.00	0.00
		White	**< 2.0**	0.00%	Met		2.65*	1.13
		2 or more races	**< 2.0**	0.00%	Met		0.00	0.00
		Hispanic	**< 2.0**	0.00%	Met		0.00	0.00
		Policies/procedures/ Practices contribute to the discrepancy	**No**	No				
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	1.20%	Met	Data met the State target. No required action.	1.25	0.88
		Asian	**< 2.0**	0.58%	Met		0.53	0.58
		Black, African American	**< 2.0**	1.62%	Met		1.60	1.50
		Native Haw/Pacific Islander	**< 2.0**	0.0%0	Met		0.00	0.00
		White	**< 2.0**	0.76%	Met		0.76	0.80
		2 or more races	**< 2.0**	0.65%	Met		0.60	0.78
		Hispanic	**< 2.0**	0.84	Met		0.93	0.87
		Disproportionate representation is due to inappropriate identification	**No (0%)**	No				

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014				Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	99.30%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	99.41%	100%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets the State target. No required action.	100%	100%

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	8.12%*	2.69%*	*Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures and practices
		Asian	1.30%	0.14%	0.00%	0.41%	1.83%	0.87%	
		Black/African American	4.00%*	1.82%	1.34%	0.97%	0.59%	2.00%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.33%	0.61%	1.33%	0.945%	1.88%	0.80%	
		2 or more races	0.49%	0.71%	2.47*%	0.83%	1.21%	0.33%	
		Hispanic	0.00%	1.26%	0.00%	1.59%	0.27%	0.27%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	9.15%*	3.29%*	Disproportionate representation does not exist. No required action.
		Asian	2.49%*	0.00%	0.00%	0.90%	2.08%*	0.70%	
		Black/African American	3.25%*	2.00%	1.52%	0.99%	0.58	1.37%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.29%	0.56%	1.13%	0.90%	1.74%	1.15%	
		2 or more races	0.00%	0.81%	2.67%*	0.52%	0.37%	0.13%	
		Hispanic	0.3%	1.28%	0.00%	1.48%	0.30%	0.46%	
		Disproportionate representation is due to inappropriate identification							

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 (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		92.5%	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 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 11, 2016

Dr. Gregory Thornton
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202

Dear Dr. Thornton:

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria*, and the *Graduated Results-Driven Accountability Plan.* The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the Baltimore City Public Schools (BCPS). Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the BCPS has achieved the determination status of **"Needs Intervention, Year Two."**

For the last two consecutive years, the BCPS has been assigned a determination status of "Needs Intervention". This represents inconsistent performance and a challenge to sustain targets met. This ongoing need for intervention requires that the BCPS and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies focused assistance, support and resources. For FFY 2014, the BCPS did not meet the state target for five (5) results indicators/subindicators, 1, 2, 4, 5, and 8A and also had difficulty demonstrating compliance for Indicators 11, 12, and 13. The BCPS staff will be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed plan to assist the BCPS 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes, to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1, Graduation Rate;
- Indicator 2, Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families. The BCPS will continue to participate with the DSE/EIS leadership to jointly identify continued technical assistance and support.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the BCPS to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Tiffany Clemmons
Branch Chiefs

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

develop and learn 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

Baltimore City Public Schools
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2014 (SFY 2015) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2014			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 13-14)			≥61.43%	43.96%	Not Met	Data does not meet the State target. Continue to implement *Master Plan* Improvement Strategies.	44.63%	42.50%
									50.21%
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)			≤4.47%	7.75%	Not Met	Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.	6.01%	6.01%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived by U. S. Dept. of Ed. Change in methodology.	Not Met	Not Met
		AMO for math		NA	NA	NA		Not Met	Not Met
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≥ 95%	TBD	TBD	Change in methodology.	Yes	Met
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology.	26.60%	38.79%
			Reading	33.00%	TBD	NA		46.72%	50.75%
		4	Mathematics	33.00%	TBD	NA		27.07%	46.16%
			Reading	34.15%	TBD	NA		44.05%	51.78%
		5	Mathematics	33.45%	TBD	NA		19.77%	35.25%
			Reading	34.05%	TBD	NA		49.71%	49.73%
		6	Mathematics	32.25%	TBD	NA		23.43%	27.88%
			Reading	31.70%	TBD	NA		33.55%	37.07%
		7	Mathematics	22.55%	TBD	NA		15.72%	22.91%
			Reading	34.65%	TBD	NA		28.49%	38.80%
		8	Mathematics	33.05%	TBD	NA		12.16%	15.56%
			Reading	36.85%	TBD	NA		22.95%	31.88%
		HS	Mathematics	25.52%	TBD	NA		24.91%	29.84%
			Reading	32.20%	TBD	NA		24.24%	29.92%

FFY 2014 (SFY 2015) Part B Indicators								
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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is <30*		< 2.0	3.29%	Not Met	Data does not meet the State target. Improvement Plan required.	3.84%	2.77%
4A	Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category. N size is <30*		< 2.0	2.37%	Not Met	Data does not meet the State target. Improvement Plan required.	2.66%	2.17%
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.90%	61.62%	Not Met	Data does not meet the State target. Improvement Plan required.	61.54%	61.85%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤12.76%	20.13%	Not Met	Data does not meet the State target. Improvement Plan required.	18.63%	18.44%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.44%	7.63%	Not Met	Data does not meet the State target. Improvement Plan required.	8.24%	8.78%
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day		≥64.30%	73.31%	Met	Data meets the State target. No required action.	72.63%	72.48%
6B	Aged 3-5 LRE: Separate School or Class		≤18.70%	12.88%	Met	Data meets the State target. No required action.	11.61%	10.71%
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth	68.70%	48.28%	Not Met	Change in methodology. No required action.	53.12%	63.70%
		2. Exits within age expectations	67.80%	49.46%	Not Met		57.05%	66.70%
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth	67.40%	51.50%	Not Met	Change in methodology. No required action.	48.57%	60.00%
		2. Exits within age expectations	57.10%	40.22%	Not Met		41.61%	51.90%
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth	62.90%	49.32%	Not Met	Change in methodology. No required action.	51.53%	53.10%
		2. Exits within age expectations	65.50%	49.46%	Not Met		55.70%	59.90%
8	Parent Survey	Age 3-5	47.00%	44.00%	Not Met	Data meets state target for Age 6-21. No required action. Data does not meet the State target for Age 3-5. Improvement Plan required.	39.00%	29.00%
		Age 6-21	39.00%	43.00%	Met		33.00%	32.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the	A. Higher Ed. w/in 1 year of leaving HS	23.00%	12.66%	Not Met	Data does not meet the State target. Improvement Plan required.	15.37%	
		B. Higher Ed. or employed w/in 1 year of leaving HS	49.00%	40.88%	Not Met	Data does not meet the State target. Improvement Plan required.	49.33%	

	time they left school, and were:	C. Higher Ed. or training program or employed w/in 1 year of leaving HS	**55.00%**	52.79%	Not Met	Data does not meet the State target. Improvement Plan required.		

FFY 2014 (SFY 2015) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2014 State Target	Local Results	Target Met	Action Required	Previous Results FFY 2013	FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** Discrepancy exists in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00	Met	Data did not meet the State criteria for the "N" size of 30. Follow-up to review policies, procedures, and practices.	0.00%	3.56%*
		Asian	**< 2.0**	0.00	Met		0.00%	1.94%
		Black or African American	**< 2.0**	2.88*	NA		3.12%	2.39%
		Native Haw/Pacific Islander	**< 2.0**	0.00	Met		0.00%	0.00%
		White	**< 2.0**	0.89	Met		1.21%	1.49%
		2 or more races	**< 2.0**	0.00	Met		3.12%*	0.00%
		Hispanic	**< 2.0**	0.00	Met		0.54%	0.51%
		Policies/procedures/ Practices contribute to the discrepancy	**No**				No	
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** Disproportionate representation exits in the category. **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.73	Met	No significant disproportionate representation. No required action.	0.72%	0.62%
		Asian	**< 2.0**	0.36	Met		0.39%	0.35%
		Black, African American	**< 2.0**	1.20	Met		1.21%	1.16%
		Native Haw/Pacific Islander	**< 2.0**	0.13	Met		0.31%	0.13%
		White	**< 2.0**	1.14	Met		1.22%	1.28%
		2 or more races	**< 2.0**	1.02	Met		0.81%	0.64%
		Hispanic	**< 2.0**	0.66	Met		0.55%	0.58%
		Disproportionate representation is due to inappropriate identification	**No (0)**	No (0)	Met		No	No (0%)

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2012	FFY 2011
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100.00%**	94.10%	Not Met	Data does not meet the State target. Improvement Plan required	96.04%	94.85%
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100.00%**	95.74%	Not Met	Subsequent data demonstrated compliance through verification. No further action required.	100.00%	100.00%
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100.00%**	98.06%	Not Met	Data does not meet the State target. Improvement Plan required.	100.00%	96.7%
	Timely correction of noncompliance	**100.00%**	100.00%	Met	Data meets the State target. No required action	100.00%	100.00%
	State reported data are timely and accurate	**100.00%**	100.00%	Met	Data meets the State target. No required action	100.00%	100.00%

FFY 2014 (SFY 2015) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2014 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.52%	0.72%	0.82%	1.70%	1.05%	No disproportionate representation identified. No Required action.
		Asian	0.65%	0.30%	0.00%	0.14%	1.49%	0.17%	
		Black/African American	1.44%	1.71%	1.50%	0.71%	0.66%	1.47%	
		Native Hawaiian/ Pacific Islander	0.86%	0.00%	0.00%	0.26%	0.00%	0.00%	
		White	0.87%	0.83%	1.12%	1.43%	1.47%	1.21%	
		2 or more races	0.85%	0.82%	1.54%	0.91%	1.64%	0.82%	
		Hispanic	0.75%	0.67%	0.32%	1.34%	0.48%	0.32%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists.** **--*--Insufficient cell size**	**American Indian/Alaska Native**	0.60%	0.71%	0.23%	0.79%	1.02%	1.08%	No disproportionality representation identified. No Required action.
		Asian	0.81%	0.38%	0.13%	0.14%	1.49%	0.21%	
		Black/African American	1.44%	1.62%	1.50%	0.79%	0.61%	1.42%	
		Native Hawaiian/ Pacific Islander	0.47%	0.19%	0.00%	0.75%	0.00%	0.38%	
		White	0.87%	0.97%	1.20%	1.36%	1.67%	1.34%	
		2 or more races	1.20%	0.56%	1.28%	0.88%	1.37%	0.37%	
		Hispanic	0.55%	0.53%	0.21%	1.25%	0.42%	0.31%	
		Disproportionate representation is due to inappropriate identification							

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 11, 2016

Mr. Jon Tucker
SEED School of Maryland
Interim Head of School
200 Font Hill Avenue
Baltimore, MD 21223

Dear Mr. Tucker:

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 school system using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system's performance in meeting the State's targets for Federal Fiscal Year (FFY) 2014 (2014-2015 school year). Attached please find the *FFY 2014 Determination Overview* that identifies the Part B Indicators used to assign a local determination, the *FFY 2014 Local Determination Scoring Criteria,* and the *Graduated Results-Driven Accountability Plan*. The attached *FFY 2014 Annual Data Table on SPP/APR Part B Indicators* provides a three-year data analysis and required actions for the SEED School. Based on the FFY 2014 data, as well as information obtained through monitoring and complaint investigations, the SEED School has achieved the determination status of "**Meets Requirements.**"

In correspondence sent to your attention on March 19, 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. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 1; Graduate Rate;
- Indicator 2; Drop-out Rate;
- Indicator 4A, Rate of suspensions and expulsions greater than 10 days in a school year;
- Indicator 5, Provision of services in the Least Restrictive Environment (LRE); and
- Indicator 8, Parent involvement.

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, a local school system's determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens' Advisory Committee (SECAC) 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 children and youth with disabilities and their families.

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the SEED School to improve results for students 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/AM/cc

Attachments

c: Jack R. Smith, Ph.D.
Kristin Fausel
Branch Chiefs

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 5. Child Find 0-1 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 2. Students with IEPs dropping out 4. A Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days. 4. B Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 5. A LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; 5. B LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and 5. C LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements. 8. A Preschool Parent Survey; or 8. B School Age Parent Survey.	9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability 11. Initial Evaluation Timeline 12. Part C to B Transition 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 Infants and Toddlers Program, *Birth-4*

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)
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 Full Compliance = 100% 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) 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)
Local Infants Determination Criteria	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands	***Meets Requirements*** • Two of Two Results Indicator bands; and • Four of Five Compliance Indicator bands
	Needs Assistance • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands	***Needs Assistance*** • One of Two Results Indicator bands; and • Three of Five Compliance Indicator bands
	Needs Intervention • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands	***Needs Intervention*** • Zero of Two Results Indicator bands; and • One of Five Compliance Indicator bands
	Needs Substantial Intervention • LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; • 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 • 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) 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)
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 Full Compliance = 100% 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*** • Two of Three Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Three of Five Results Indicator bands; and • Two of Three Compliance Indicator bands	***Meets Requirements*** • Four of Six Results Indicator bands; and • Three of Four Compliance Indicator bands	***Meets Requirements*** • Five of Seven Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands	***Meets Requirements*** • Seven of Nine Results Indicator bands; and • Four of Four Compliance Indicator bands
	Needs Assistance • One of Three Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Five Results Indicator bands; and • One of Three Compliance Indicator bands	***Needs Assistance*** • Two of Six Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Four of Seven Results Indicator bands; and • One of Four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands	***Needs Assistance*** • Five of Nine Results Indicator bands; and • One of four Compliance Indicator bands
	Needs Intervention • ≤One of Three Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Five Results Indicator bands; or • One of Three Compliance Indicator bands	***Needs Intervention*** • ≤ One of Six Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Three of Seven Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands	***Needs Intervention*** • ≤ Four of Nine Results Indicator bands; or • One of four Compliance Indicator bands
	Needs Substantial Intervention 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 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* 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.

Local Part B Determinations

Early Childhood
Access, Equity, & Progress
Secondary Transition

FFY <State Fiscal Year> (Determination Year)	School Age LRE (5)	Significant Discrepancy in Suspension/Expulsion >Ten days (4A)	Parent Involvement (8)	Graduation (1)	Dropout (2)	Post School Outcomes (14)	Preschool LRE (6)	Preschool Outcomes (7)	Assessment (3)
2013 <2013-2014> (2015)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age						
2014 <2014-2015> (2016)	5A, 5B, and 5C	Single or Multiple	Preschool or School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout				
2015 <2015-2016> (2017)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment			
2016 <2016-2017> (2018)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS		
2017 <2017-2018> (2019)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training , or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math
2018 <2018-2019> (2020)	5A, 5B, and 5C	Single or Multiple	Preschool and School-Age	4-year Adjusted Cohort	Annual 9-12 Dropout	14C Post Sec. Ed., Training, or Employment	6A Regular EIS and 6B Separate EIS	3 of 6 Social/Emotional, Use of Knowledge & Appropriate Behaviors	AMO Reading or Math

The SEED School of Maryland
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2014 – June 30, 2015

FFY 2013 (SFY 2014) Part B Indicators										
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2013			Action Required	Previous Results	
				State Target	Local Results	Target Met		FFY 2013	FFY 2012
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 13-14)			≤61.43%	NA	NA		NA	
2	Students with IEPs dropping out (Option 2 leaver rate based on SY 13-14)			≤4.47%	NA	NA		NA	
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading		NA	NA	NA	Waived for SY 2014-2015 by U.S. Department of Education. Change in methodology.	0%	
		AMO for Math		NA	NA	NA		Met	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA			≤95%	TBD	TBD	Change in methodology. No required action.	Met	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	37.10%	TBD	NA	Change in methodology. No required action.	NA	
			Reading	33.00%	TBD	NA		NA	
		4	Mathematics	33.00%	TBD	NA		NA	
			Reading	34.15%	TBD	NA		NA	
		5	Mathematics	33.45%	TBD	NA		NA	
			Reading	34.05%	TBD	NA		NA	
		6	Mathematics	32.25%	TBD	NA		42.86%	
			Reading	31.70%	TBD	NA		52.38%	
		7	Mathematics	22.55%	TBD	NA		20.00%	
			Reading	34.65%	TBD	NA		10.00%	
		8	Mathematics	33.05%	TBD	NA		NA	
			Reading	36.85%	TBD	Na		NA	
		HS	Mathematics	25.52%	TBD	NA		NA	
			Reading	32.20%	TBD	NA		NA	

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators (Results Indicator / Compliance Indicator)			FFY 2013 State Target	FFY 2013 Local Results	FFY 2013 Target Met	Action Required	Previous Results FFY 2012	Previous Results FFY 2011
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.00	Met	Data meets State target. No required action.	0.00	
4A	Single suspensions (> 10 days): Disabled vs. nondisabled N size is < 30*		< 2.0	0.00	Met	Data meets State target. No required action.	0.60	
5A	Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)		≥68.40%	NA			NA	
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤13.26%	NA			NA	
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤6.69%	NA			NA	
6A	Aged 3-5 LRE: Regular Early Childhood setting the majority of the day			NA			NA	
6B	Aged 3-5 LRE: Separate School or Class			NA			NA	
7A	Age 3-5 Outcomes: Use of social – emotional skills	1. Exits with substantial growth		NA			NA	
7A		2. Exits within age expectations		NA			NA	
7B	Age 3-5 Outcomes: Use of knowledge and skills	1. Exits with substantial growth		NA			NA	
7B		2. Exits within age expectations		NA			NA	
7C	Age 3-5 Outcomes: Use of appropriate behaviors	1. Exits with substantial growth		NA			NA	
7C		2. Exits within age expectations		NA			NA	
8A	Parent Survey	Age 3-5	47%	NA			NA	
8A		Age 6-21	39%	NA			NA	
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ed w/in 1 year of leaving HS		NA				
14		B. Higher ed or employed w/in 1 year of leaving HS		NA				
14		C. Higher ed or training program or employed w/in 1 year of leaving HS		NA				

FFY 2013 (SFY 2014) Part B Indicators

SPP/APR Indicators — Results Indicator | Compliance Indicator

			FFY 2013 State Target	FFY 2013 Local Results	FFY 2013 Target Met	Action Required	Previous Results FFY 2013	Previous Results FFY 2012
4B	**Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity** **Discrepancy exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	Data meets State target. No required action.	0.00	0.00
		Asian	**< 2.0**	0.00%	Met		0.00	0.00
		Black or African American	**< 2.0**	0.00%	Met		0.64	0.64
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met		0.00	0.00
		White	**< 2.0**	0.00%	Met		0.00	0.00
		2 or more races	**< 2.0**	0.00%	Met		0.00	0.00
		Hispanic	**< 2.0**	0.00%	Met		0.00	0.00
		Policies/procedures/ Practices contribute to the discrepancy	**No (0%)**	No				
9	**Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	*Amer Indian/Alaska Native*	**< 2.0**	0.00%	Met	* Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures, and practices.		0.00
		Asian	**< 2.0**	0.00%	Met			0.00
		Black, African American	**< 2.0**	0.32%	Not Met			3.88
		Native Haw/Pacific Islander	**< 2.0**	0.00%	Met			0.00
		White	**< 2.0**	4.95%*	Met			0.00
		2 or more races	**< 2.0**	0.00%	Met			4.87
		Hispanic	**< 2.0**	0.51%	Met			1.37
		Disproportionate representation is due to inappropriate identification	**No (0%)**					

FFY 2014 (SFY 2015) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2014			Action Required	Previous Results	
		State Target	Local Results	Target Met		FFY 2013	FFY 2012
11	**Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days**	**100%**	91.67	Not Met	Data does not meet State target. Improvement Plan requested.	100%	
12	**Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday**	**100%**	NA	NA		NA	
13	**Percentage of youth age 16 and above whose IEP meets secondary transition requirements**	**100%**	NA	NA		NA	
	Timely correction of noncompliance (Previously Indicator 15)	**100%**	100%	Met	Data meets State target. No required action.	100%	
	State reported data are timely and accurate (Previously Indicator 20)	**100%**	100%	Met	Data meets State target. No required action.	100%	

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2013 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **Disproportionate representation exists in the category.** **N size is < 30***	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	* Did not meet the State criteria for the "N" size of 30. Follow-up action required to review policies, procedures, and practices.
		Asian	0.00%	0.005%	0.00%	0.00%	0.00%	0.00%	
		Black/African American	0.00%	4.69%*	0.45%	0.04%	0.00%	17.90%*	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.00%	0.00%	0.00%	62.66%	0.00%	0.00%	
		2 or more races	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Hispanic	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Disproportionate representation is due to inappropriate identification							

FFY 2013 (SFY 2014) Part B Indicators									
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Required Action
10	**FFY 2012 results:** **Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification** **N size is < 30*** **Disproportionate representation exists in the category.**	**American Indian/Alaska Native**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	**No significant disproportionality exists. No required action.**
		Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Black/African American	0.00%	5.36%*	0.00%	0.00%	0.00%	1.88%	
		Native Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		White	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		2 or more races	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
		Hispanic	0.00%	2.30%*	0.00%	0.00%	0.00%	0.00%	
		Disproportionate representation is due to inappropriate identification							

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