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March 26, 2015

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

Dear Dr. Cox:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Allegany County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Allegany County ITP 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. 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

Dr. David Cox March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith

> Natalie Tenaglio Sheree Witt

Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Allegany County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

	THE REPORT OF THE PARTY OF THE	は 日本	Part C	Annual SPF	Performa	rt C Annual SPP Performance Report		
Resi	SPP/APR Indicators Results Indicator	Indicators Compliance Indicator	State Target	FFY 2013 Local Results	Target Met	Action Required	Previou FFY 2012	Previous Results FFY FFY 5011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	93.20%	Met	Data meet the State's target. No required action.	%00.66	98.00%
VC	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	20.00%	Not Met		54.17%	18.80%
Į,	emotional skills	2. Exits within age expectations	65.12%	59.26%	Not Met		72.88%	75.00%
3.0	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	54.55%	Not Met		57.14%	41.90%
90	and skills	2. Exits within age expectations	61.42%	53.70%	Not Met		70.00%	62.50%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	59.38%	Not Met		68.29%	46.20%
3	behaviors	2. Exits within age expectations	56.92%	62.96%	Met		71.67%	73.20%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	93.90%	Met	Data meet the State's target. No required action.	95.50%	95.5%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	94.00%	Met	Data meet the State's target. No required action.	97.00%	95.40%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	95.00%	Met	Data meet the State's target. No required action.	95.20%	95.30%
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	3.75%	Met	Data meet the State's target. No required action.	4.59%	2.16%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.27%	Met	Data meet the State's target. No required action.	4.67%	4.82%

		Part C A	Annual SPP	Performa	Part C Annual SPP Performance Report		A STATE OF THE STA
	SPP/APR Indicators		FFY 2013		A CALLON DO CONTRACTOR	Previou	Previous Results
alts I	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Larger	Kesuits	Mer		2012	2011
įΞ	Timely Delivery of IFSP Services	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	100%	100%
Pe ev 45	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%
P da da	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%
at w	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%
tra th	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%	91.70%
ვ	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

Cor	rrection of Noncompliance	Timely and Accurate
	Correction of Noncompliance	Data and Submission of Reports
6.	Child Find 0-3	
5.	Child Find 0-1	
	develop and learn	

The following Part B indicators are included in assigning determinations:

	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day; and	9.	Race/Ethnicity Disproportionate Representation Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.	10.	Disproportionate Representation Disaggregated by Race/Ethnicity and Disability
4A	Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.	11. 12. 13.	Initial Evaluation Timeline Part C to B Transition Secondary Transition
8A 8B	Preschool Parent Survey; or School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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;
- o Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children ananimously 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	-	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	_	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Numbe	er of Results Indicator Vatural Environments	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	equirements (of 11 T comes, and Family O	otal Indicators) utcomes	
FFY <sfy> (Determination Year)</sfy>	Four (4)	Five (5)	Six (6)	Seven (7)	
2013 <2013-2014> (2015)					
2014 <2014-2015> (2016)					
2015 <2015-2016> (2017)					
2016 <2016-2017> (2018)					
2017 <2017-2018> (2019)					
2018 <2018-2019> (2020)					

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

			Mai yianu imants and Toddiers Frogram	Flogiani		
			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Farly	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
Lany		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	8b, 8c, & 14)					
Compliance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

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 Intervention		Zero of Two Results Indicator bands; and	 One of Five Compliance Indicator bands 	Need 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 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	• IITP informed the State that it is unwilling to comply with the core requirements
Use current Local	Determination Criteria and	Scoring Rubric		Use current Local	Determination Criteria and	Scoring Rubric		Use current Local	Determination Criteria and	Scoring Rubric		Use current Local	Determination Criteria and	Scoring Rubric				11
							Local	Determination	o liberia.	Cuteria								



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March 26, 2015

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

Dear Dr. Arlotto:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Anne Arundel County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Anne Arundel County ITP 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. 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



Dr. George Arlotto March 26, 2015 Page Two

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

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

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

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

Sincerely,

Marcella E. Franczkowski, M.S.
Assistant State Superintendent

Division of Special Education/ Early Intervention Services

MEF/BMM/cc Attachments

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

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Anne Arundel County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

	The second second second	日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	Part C	Annual SPP	Performa	rt C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Resu	Results Indicator Compliance Indicator	oliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	95.70%	Met	Data meet the State's target. No required action.	95.10%	94.50%
٧٥	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	85.80%	Met		%29.06	93.60%
¥,	emotional skills	2. Exits within age expectations	65.12%	64.03%	Not Met		62.99%	60.10%
a c	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	90.57%	Met		94.53%	95.00%
gc	and skills	2. Exits within age expectations	61.42%	65.44%	Met		63.59%	80.80%
76	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	92.34%	Met		94.08%	93.30%
26	behaviors	2. Exits within age expectations	56.92%	%/2/09	Met		61.58%	57.30%
4A	Families who report EIS helped them know their rights	S helped them know	81.0%	%8'96	Met	Data meet the State's target. No required action.	92.90%	92.80%
48	Families who report EIS helped them communicate their child's needs	S helped them ild's needs	%0.67	95.5%	Met	Data meet the State's target. No required action.	93.30%	94.60%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.0%	95.7%	Met	Data meet the State's target. No required action.	92.30%	93.60%
S	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.46%	Not Met	Data do not meet the State target. Continue Improvement Activities	1.37%	1.20%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.86%	Met	Data meet the State's target. No required action.	4.17%	4.21%

		Part C /	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013		A ction Bostonian	Previou	Previous Results
Resi	Results Indicator Compliance Indicator	State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
1	Timely Delivery of IFSP Services	100%	99.50%	Not Met	Correction of noncompliance must occur.	100%	%08'66
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	99.43%	Not Met	Correction of noncompliance must occur.	%09'66	99.30%
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%
88	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.	%05'66	99.10%
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.		
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.		

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

Cor	rection of Noncompliance	Timely and Accurate
	Correction of Noncompliance	Data and Submission of Reports
6.	Child Find 0-3	
5.	Child Find 0-1	
	develop and learn	

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 - Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance	-	Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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;

- o Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- o Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	-	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	-	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	2	56.92%	26.92%	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

FFY Four Five Six Seven (5F) (6 (7) (7) (6 (7) (7) (6 (7) (7) (7) (7) (7) (7) (7) (7) (7) (7)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

			David			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Fariv	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a5S2, 3b5S1, 3b5S2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, 8
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1 7 8a 8h & 8c)
Compliance	8b, 8c, & 14)					(a) S (a) (b) (b)
in pilance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	II y C Transcon GLI					
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

			Mai yianu mianus and Toddiers Program	Program		
			Part C			
Partners in the No.			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year		FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Fariv	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c5S1, 3c5S2, 4a, 4b, 4c, 5, &	3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1 7 8a 8h & 8c)
Compliance	8b, 8c, & 14)				food foo foo for fall and a second	(20 % (20 %)
	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	IITD is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8h, or 8c	Indicators 1 7 92 0h or 92	Indicators 1 7 or of and	THE IS HOLD COOK NOW IN
			10 OC 10 OC 10 OC 10 OC	mulcatuls 1, 7, 64, 60, 0f 8c.	indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1.
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	Identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.
				Charles of the Contract of the		

	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
CITCITA	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	 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 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
		 LITP informed the State that it is unwilling to comply with the core requirements
*December of the Cartest of the Cart		



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Branch:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Baltimore County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Baltimore County ITP 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. 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

Dr. Gregory William Branch March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Baltimore County ITP 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 C. Transkowski

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Paula Boykin Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Baltimore County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	rt C Annual SPP Performance Benort		
	SPP/APR Indicators	cators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	with IFSPs who ural environments	92.00%	99.20%	Met	Data meet the State's target. No required action.	%00.66	98.70%
< c	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	52.19%	Not Met		60.49%	67.20%
¥°	emotional skills	2. Exits within age expectations	65.12%	%65.09	Not Met		62.87%	68.70%
ac	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	65.09%	Not Met		65.21%	74.00%
g _c	and skills	2. Exits within age expectations	61.42%	%80.09	Not Met		56.01%	65.30%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	61.38%	Not Met		63.62%	64.60%
3	behaviors	2. Exits within age expectations	56.92%	57.49%	Met		57.32%	65.40%
4A	Families who report EIS helped them know their rights	S helped them know	81.0%	92.7%	Met	Data meet the State's target. No required action.	%0.96	94.30%
48	Families who report EIS helped them communicate their child's needs	S helped them ild's needs	79.0%	92.5%	Met	Data meet the State's target. No required action.	95.10%	93.40%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.0%	92.7%	Met	Data meet the State's target. No required action.	96.30%	93.50%
S	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.69%	Met	Data meet the State's target. No required action.	1.43%	1.71%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.61%	Met	Data meet the State's target. No required action.	3.49%	3.79%
1	Timely Delivery of IFSP Services	Services	100%	96.34%	Not Met	Correction of noncompliance must	97.00%	95.70%

		Part C	Annual SP	P Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
					occur.		
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. Verification activities indicate need for follow-up.	96.70%	96.10%
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%	99.79%	Not Met	Correction of noncompliance must occur.	100%	100%
88 89	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%
80	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%	97.98%	Not Met	Correction of noncompliance must occur.	97.70%	98.10%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corre	ection of Noncompliance	Time	ly 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;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

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

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
		SFY 2014	SFY 2015	SFY 2016	SFY 2017		SFY 2019
Positive Social Emotional	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	-	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Resul Natural En	Environments, C Four (4)	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes Four Five Six Sev (7) (4) (5) (6) (7) 7> 8> 8> 9>	omes, and Family O Six (6)	vitcomes Seven (7)	
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DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Part C	1 OSTAIN		
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2.	(3aSS1, 3aSS2, 3bSS1, 3bSS2	(3a551 3a552 3b561 3b562
Edity		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1 3cSS2 4a 4b 4c 5 &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
***	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, 8, 8c)	indicators (1 7 8a 8h & 8c)	indicators (1 7 8 a 8h 8 8c)
Compliance	8b, 8c, & 14)				100 00 100 10 10 10 10 10 10 10 10 10 10	(1) (2) (2) (2)
	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	IITD is not helow 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1. 7. 8a. 8b. or 8c	Indicators 1 7 8a 8h or 8c
					in to fee to the second	
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
•	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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	Use current Local	Maste Ramitramonte
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Noorle Internantion
Critoria	Determination Criteria and	וופותפו ווופותפו וווופותפו ווופותפו ווופותפו ווופותפו ווופותפו ווופותפו ווופותפו וווופותפו ווופותפו ווופותפו ווופותפו ווופותפו ווופותפו ווופותפו וווופותפו ווופותפו ווופותפו וווופותפו ווווופותפו ווווופותפו ווווופותפו ווווופותפו ווווופותפו וווווווו
Cittala	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	 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 failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to around
		effective general supervision and oversight; or
		• LITP informed the State that it is unwilling to comply with the core requirements
	G	The couply with the cole legal children.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Curry:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Calvert County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Calvert County ITP 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. 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

Dr. Daniel D. Curry March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Calvert County ITP 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 & Francykowski

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/ Early Intervention Services

MEF/BMM/cc Attachments

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

Calvert County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Calvert County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	Performa	rt C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Resi	Results Indicator 📉 Comp	Compliance Indicator	State Target	Local Results	Target Met	Action Kequired	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	95.50%	Met	Data meet the State's target. No required action.	98.20%	%06:96
v c	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	%29.99	Met		58.54%	%06.89
Y ₀	emotional skills	2. Exits within age expectations	65.12%	75.76%	Met		71.43%	%02.99
o c	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	69.64%	Met		72.92%	70.60%
gc	and skills	2. Exits within age expectations	61.42%	70.00%	Met		70.00%	59.10%
76	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	80.00%	Met		68.33%	76.90%
26	behaviors	2. Exits within age expectations	%76.95	62.63%	Met		65.71%	%02.99
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	89.70%	Met	Data meet the State's target. No required action.	87.80%	91.10%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	88.90%	Met	Data meet the State's target. No required action.	90.10%	93.30%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	86.50%	Met	Data meet the State's target. No required action.	88.50%	91.10%
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	2.50%	Met	Data meet the State's target. No required action.	1.82%	0.88%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.47%	Met	Data meet the State's target. No required action.	3.92%	2.26%

		Part C /	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013		For: O A	Previou	Previous Results
Resi	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	99.50%	99.4%
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%
88	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%
80	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%	98.00%	Not Met	Correction of noncompliance must occur.	100%	100%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5A.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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:

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

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

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

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

Framework for Assistance and Intervention

Needs Assistance

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

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

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To

enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

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

Needs Intervention

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

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

- Mandatory review of the local school system's system of general supervision to include:
 - Local Self-Assessment of Performance and Compliance;
 - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;

- Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	_	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Result	Environments, (4)	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes Four Five Six Sev (5) (4) (5) (6) (7) (5) (6) (7) (7) (8) (8)	squirements (of 11 Tomes, and Family O Six (6)	utcomes Seven (7)	
<2018-2019> (2020)					

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	EFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Farly	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, 8
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	IITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8h, 8, 8c)	indicators (1 7 82 8h 8.8c)	indicators (1 7 82 0h 9.001
Compliance	8b, 8c, & 14)			for the factor of	וומובמבונים (ד' י' סמ' סמ' מ סר)	marators (1, 7, 04, 00, 00 oc)
	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	1 ITP is not below 00% in	at your country to a state of the country of the co
(All targets are 100%)	Indicators 1, 7, 8a. 8b. or 8c.	Indicators 1 7 8a 8h or 8c	Indicatore 1 7 92 94 22 92	The state of the s	LITE IS HOLDEROW 90% III	LITE IS NOT DEIOW 90% IN
			mulcators 1, 7, 64, 60, 0f 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	IITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1.
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
2211 2	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	 Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
כונכום	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	 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 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
		 LITP informed the State that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Mr. Milton Nagel, CPA Interim Superintendent Caroline County Public schools 204 Franklin Street Denton, MD 21629

Dear Mr. Nagel:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 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 (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Caroline County ITP 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. 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



Mr. Milton Nagel, CPA March 26, 2015 Page Two

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 ITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

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

Caroline County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Caroline County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

		TOTAL NORTH THE PARTY.	Part C	Annual SP	P Performa	Part C Annual SPP Performance Report			
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results	
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY	Total Control
			Target	Results	Met		2012	2011	_
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%	
< n	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	40.00%	Not Met		100%	%00.09	
V.	emotional skills	2. Exits within age expectations	65.12%	73.91%	Met		90.48%	83.30%	-
a	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	69.23%	Met		94.74%	80.00%	
3	and skills	2. Exits within age expectations	61.42%	78.26%	Met		85.71%	83.30	
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	80.00%	Met		89.47%	81.80%	
3	behaviors	2. Exits within age expectations	56.92%	43.48%	Not Met		71.43%	83.30%	
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	89.7%	Met	Data meet the State's target. No required action.	100%	100%	
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	92.60%	Met	Data meet the State's target. No required action.	100%	%00.06	
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	91.70%	Met	Data meet the State's target. No required action.	100%	100%	
S	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.79%	Met	Data meet the State's target. No required action.	1.18%	2.53%	
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.10%	Not Met	Data do not meet the State target. Continue Improvement Activities.	2.67%	2.50%	

	Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		
SPP/APR Indicators		FFY 2013			Previou	Previous Results
Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
	Target	Results	Met		2012	2011
Timely Delivery of IFSP Services	100%	100%	Met	Compliant. No required action.	100%	100%
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%
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%
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%
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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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;
- o Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

Data Year Determination Determination Determination March 2014 LITP met State targets for at least four results indicators (2, 4a, 4b, 4c, 5, & 6) Childhood Results (Indicator 2) data is not significantly (≤ 81.0%) the target LITP demonstrated substantial	FFY 2 2013-2014 March 2015	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
ination rear	2013-2014 March 2015	EEVIN	FFV15		
ination nood ts	2013-2014 March 2015		77	H-MIG	EFV17
nood	March 2015	2014-2015	2015-2016	2016,3017	2017 7010
poor		March 2016	AAAAA LAGA	1102-0102	2017-7018
bood		Watch 2010	March 2017	March 1018	March 2019
bood	MILE	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
rood	-	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
rood	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552.	(3aSS1, 3aSS2, 3bSS1, 3bSS2	(32551 32557 24551 24557
	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	30551 30553 As Ah Ar E P.	12000 12000 12 AL AL AL A	ישרטער, ישרטער, ישרטער, ישרטער, ישרטער,
	(9)	9	5,551, 5,552, 46, 40, 40, 5, 8	3C351, 3C352, 4a, 4b, 4c, 5, 8	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
	S ITTP met State target for	I (TD mot State total		6)	(0)
significantly (≤ 81.0%) the target LITP demonstrated substantial	-	CITE IIIEL STATE LAIBET TOF	LITP met State target for	LITP met State target for	LITP met State target for
significantly (≤ 81.0%) the target LITP demonstrated substantial	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
target LITP demonstrated substantial	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) hirth to 3 & three
LITP demonstrated substantial	through 4*.	through 4*.	through 4*	through 4*	+ + + + + + + + + + + + + + + + + + +
A total to all according	LITP demonstrated substantial	ITP demonstrated cubetastic			unough 4.
The same of the sa		בוון מבוווסוופנו מנפח פחופוקווווקן	LITE demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
compliance in at least five	All realists	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
compliance indicators (1, 7, 8a,	a, indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a. 8b. & 8c)	indicators (1 7 8a 8h & 8c)	indicators (1 7 02 04 0.02)
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	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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		Four of Five Compliance Indicator bands	
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Loca		Three of Five Compliance Indicator bands	
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Critoria	Determination Criteria and		
	Scoring Rubric	Zero of Two Results Indicator bands; and	
		One of Five Compliance Indicator bands	
	Use current Local	Need Substantial Intervention	
	Determination Criteria and		
	Scoring Rubric	• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two continued for two contracts.	
		years from date of identification;	
-2174		• LITP failure to substantially comply has affected the core requirements. such as delivery of services to students with disabilities as to service to substantially comply has affected the core requirements.	
		effective general supervision and oversight; or	
		• LITP informed the State that it is unwilling to comply with the core requirements	

ne State that it is unwilling to comply with the core requirements. Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.

Lillian M. Lowery, Ed.D. State Superintendent of Schools



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Mr. Guthrie:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Carroll County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Carroll County ITP 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. 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



Mr. Stephen H. Guthrie March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

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

Carroll County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Carroll County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SPF	Performa	rt C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013		Action Dominod	Previou	Previous Results
Rest	Results Indicator Compliance Indicator	liance Indicator	State	Local	Target	no linkou monor	FFY	FFY
	The second secon		ıaığeı	RESUITS	Met		7107	7077
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	%00.66	Met	Data meet the State's target. No required action.	98.80%	%09.96
**	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	67.62%	Met		64.44%	%06.79
e e	emotional skills	2. Exits within age expectations	65.12%	68.29%	Met		67.86%	%00.79
ac	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	63.39%	Not Met		70.21%	71.40%
gc	and skills	2. Exits within age expectations	61.42%	%90.99	Met		68.35%	%00'.29
76	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	72.26%	Not Met		70.75%	74.50%
26	behaviors	2. Exits within age expectations	56.92%	58.79%	Met		63.31%	73.20%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	94.40%	Met	Data meet the State's target. No required action.	92.60%	%08'96
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	91.80%	Met	Data meet the State's target. No required action.	94.30%	94.80%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	93.50%	Met	Data meet the State's target. No required action.	93.80%	94.60%
2	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	3.44%	Met	Data meet the State's target. No required action.	2.20%	1.91%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.05%	Met	Data meet the State's target. No required action.	3.41%	3.05%

The state of the s	一日 日本	Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Resu	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	99.52%	Not Met	Correction of noncompliance must occur.	99.50%	%05.66
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	98.74%	Not Met	Correction of noncompliance must occur.	100%	99.40%
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%
88	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%
28	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

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

3/14/15drr FINAL (1) Take any of the actions described in 34 C.F.R. §300.604(a);

(2) Take one or more of the following actions:

(i) Requires the public agency to prepare a corrective action plan or improvement plan if the MSDE determines that the public agency should be able to correct the problem within one year.

(ii) Require the public agency to enter into a compliance agreement under section 457 of the General Education Provisions Act, as amended, 20 U.S.C. §1221 et seq. (GEPA), if the MSDE has reason to believe that the public agency cannot correct

the problem within one year.

(iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the State's funds under Section 611(e) of the IDEA, until the MSDE determines the public agency has sufficiently addressed the areas in which the public agency needs intervention.

(iv) Seeks to recover funds under Section 452 of the GEPA.

(v) Withholds, in whole or in part, any further payments to the public agency under Part B of the IDEA.

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

(1) Recover Funds under section 452 of the GEPA; or

(2) Withhold, in whole or in part, any further payments to the public agency under the IDEA.

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

Framework for Assistance and Intervention

Needs Assistance

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

· What needs to change;

· How frequently and in what manner the local school system reports on progress; and

· The MSDE contact for support, information, documentation, and follow-up.

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To

enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

· Clarify/examine/develop/revise policies and procedures;

· Clarify/examine/develop/revise system administration and system of general supervision;

· Clarify/examine/develop/revise system of self-monitoring;

· Provide training/professional development;

- Access the advice of experts to address the area(s) of need, including explicit plans for addressing the area for concern within a specified period of time;
- Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically based research;

 Designate and use distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, assistance, and support;

 Devise additional approaches to providing assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under IDEA, and private providers of scientifically based technical assistance;

· Provide access to additional tools and resources;

· Share sample forms, procedures, processes;

 Provide information on where additional information, resources, support, and other organizations for support may be located;

· Examine/revise data collection;

· Improve collaboration/coordination with internal and external colleagues;

Provide local director networking opportunities;

Develop specialized programs/services;

· Examine options for increasing/reallocating personnel

Clarify/examine/develop/revise fiscal management procedures and documentation

· Use evaluative measures to validate progress and correction of previous noncompliance

Provide access to discretionary funds.

Needs Intervention

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

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

Mandatory review of the local school system's system of general supervision to include:

Local Self-Assessment of Performance and Compliance;

 Policies, procedures, and effective practices, including the local school system's required documentation of implementation;

- Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	FFY 2013	FFY 2014	FFY 2015	H	H	FFY 2018
		SFY 2014	SFY 2015	SFY 2016			SFY 2019
Positive Social Emotional	1	64.23%	64.23%	65.23%			68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	_	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	П	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

FFY Four Five Six (5) (6) (6) (6) (6) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	Seven (7)
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DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Mai yianu illiants anu Toudiers Program	riogram		
			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Farity	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
rain)		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		The same of	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1 7 8a 8h & 8c)	indicators (1 7 8a 8h 8.8c)
Compliance	8b, 8c, & 14)				(20 % (20 (21 (21 (21 (22 (22 (22 (22 (22 (22 (22	וומובמבסום (ד' י' ספי סבי מכי סבי
compilation	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	IITP is not helow 90% in	IITD is not helper 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c	Indicators 1 7 8a 8b or 8c	Indicators 1 7 82 84 or 84	Indicators 1 7 92 ob or 92
					mulcatols I, /, 6a, 6b, of 6c.	illucators 1, 7, 64, 60, 01 6c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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Local Determination Criteria	Use current Local Determination Criteria and Scoring Rubric Use current Local Use current Local Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Use current Local Scoring Rubric	 Two of Two Results Indicator bands; and Four of Five Compliance Indicator bands and One of Two Results Indicator bands; and Three of Five Compliance Indicator bands and Three of Five Compliance Indicator bands; and Zero of Two Results Indicator bands; and One of Five Compliance Indicator bands; and LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; ITP failure to cultification;
		Litrialisme 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
		 LITP informed the State that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Devine:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Cecil County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Cecil County ITP 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. 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

Dr. D'Ette W. Devine March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Sarah J. Farr Richard Wilkinson Branch Chiefs

Cecil County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Cecil County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			98Part	C Annual S	PP Perform	art C Annual SPP Performance Report		
	SPP/APR Indicators	cators		FFY 2013			Previou	Previous Results
Res	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	with IFSPs who tural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
V 2	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	52.50%	Not Met		87.50%	75.90%
5	emotional skills	2. Exits within age expectations	65.12%	70.59%	Met		86.36%	70.50%
20	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	52.38%	Not Met		88.89%	75.40%
900	and skills	2. Exits within age expectations	61.42%	69.41%	Met		84.85%	70.50%
30	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	70.77%	Not Met		87.04%	84.80%
3	behaviors	2. Exits within age expectations	56.92%	61.18%	Met		71.21%	69.20%
44	Families who report EIS helped them know their rights	IS helped them know	81.00%	%06:86	Met	Data meet the State's target. No required action.	91.60%	%06.96
48	Families who report EIS helped them communicate their child's needs	S helped them ild's needs	79.00%	%09'.26	Met	Data meet the State's target. No required action.	91.30%	93.20%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	98.80%	Met	Data meet the State's target. No required action.	92.20%	98.40%
R	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.03%	Not Met	Target not met. Improvement Plan required.	0.95%	0.93%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.05%	Met	Data meet the State's target. No required action.	3.51%	2.92%

	The state of the s	98Part (Annual SF	Perform	98Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Compliance Indicator	State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
1	Timely Delivery of IFSP Services	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	100%	99.3%
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	99.13%	Not Met	Correction of noncompliance must occur.	97.70%	99.20%
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%
88	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%
98	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%	98.15%	Not Met	Correction of noncompliance must occur.	100%	100%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly and Accurate

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

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

- (1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
- (2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or
- (3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

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

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

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

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

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

Framework for Assistance and Intervention

Needs Assistance

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

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

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To

enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

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

Needs Intervention

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

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

- · Mandatory review of the local school system's system of general supervision to include:
 - Local Self-Assessment of Performance and Compliance;
 - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;

- Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines
 for submission, provision of evidence and data to demonstrate progress and correction as soon
 as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	T	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

1	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Required to Meet Re Child Find, Child Out	equirements (of 11 T comes, and Family C	otal Indicators) Jutcomes	
FFY <sfy> (Determination Year)</sfy>	Four (4)	Five (5)	Six (6)	Seven (7)	
2013 <2013-2014> (2015)					
2014 <2014-2015> (2016)					
2015 <2015-2016> (2017)					
2016 <2016-2017> (2018)					
2017 <2017-2018> (2019)					
2018 <2018-2019> (2020)					

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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Indicators 1, 7, 8a, 8b, or 8c. LITP demonstrated full compliance (100%) in at least	LITP is not below 85% in	LITP is not below 90% in	UTP is not below 90% in	ITD is not helow 90% in	at you wolod ton of dril
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			10 og, og, og, og, og	indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
THOUS .	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	IITD domonstrated fill
100	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
two compliance indicators two co	two compliance indicators (1,	two compliance indicators (1, t	two compliance indicators (1,	two compliance indicators (1.	two compliance indicators (1
		7, 8a, 8b, & 8c) 7	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
viously	viously	viously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	-	identified findings of identified	identified findings of	identified findings of	identified findings of
scal	_		noncompliance, including	noncompliance, including	noncompliance, including
thin one	/ithin	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
of notification	1		one year of notification	one year of notification	one year of notification
N/A LITP SU		-	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
timely	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	 Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
-	Scoring Rubric	One of Two Results Indicator bands; and
rocal		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
CITCHE	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Section Public	
	Scoring Kubric	 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 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
		• LITP informed the State that it is unwilling to comply with the core requirements

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Hill:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Charles County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Charles County ITP 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. 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



Dr. Kimberly Hill March 26, 2015 Page Two

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 Charles County ITP 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 & Trancykowski

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

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

Charles County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Charles County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual CD	P Porforms	rrt C Annual SDD Dorformance Benort		
The second secon			Lait	Firence	r remonina	ince neport		
	SPP/APR Indicators	ators		FFY 2013		Action Dequired	Previou	Previous Results
Resi	Results Indicator Compliance Indicator	oliance Indicator	State	Local	Target	Action nequiled	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	%05'66	Met	Data meet the State's target. No required action.	100%	100%
40	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	%00.09	Not Met		62.90%	44.10%
Y ₀	emotional skills	2. Exits within age expectations	65.12%	58.43%	Not Met		62.24%	61.20%
c	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	62.90%	Not Met		62.67%	46.60%
900	and skills	2. Exits within age expectations	61.42%	20.00%	Not Met		59.18%	57.90%
C	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	58.27%	Not Met		71.08%	56.20%
76	behaviors	2. Exits within age expectations	56.92%	48.80%	Not Met		56.12%	29.00%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	95.20%	Met	Data meet the State's target. No required action.	86.80%	89.40%
48	Families who report EIS helped them communicate their child's needs	S helped them id's needs	79.00%	95.20%	Met	Data meet the State's target. No required action.	92.50%	88.90%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	%00.68	95.00%	Met	Data meet the State's target. No required action.	92.50%	89.70%
72	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.21%	Not Met	Data do not meet the State target. Continue Improvement Activities.	1.83%	1.21%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.31%	Met	Data meet the State's target. No required action.	2.78%	2.73%

		Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		THE REAL PROPERTY.
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
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. Verification activities indicate need for follow-up.	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%
88	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%
28	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%	95.70%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

	develop and learn	
5.	Child Find 0-1	
6.	Child Find 0-3	
	Correction of Noncompliance	Data and Submission of Reports
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
A	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	П	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

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DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

Determination Year 2012-2013 2013-2014 Determination IITP met State targets for at least four results indicators (2, 8, 6) Results Childhood Results Compliance (Indicator 2) data is not significantly (\$ 81.0%) the through 4°. IITP demonstrated substantial compliance indicators (1, 7, 8a, 8b, or 8c. IITP demonstrated full compliance (100%) in at least two compliance indicators IITP demonstrated full compliance indicators (1, 7, 8a, 8b, or 8c. IITP corrected all previously (IITP corrected all previously UITP corrected all previously UITP corrected all previously UITP corrected all previously (IITP corrected all previously UITP corrected all previously (IITP corrected	FFY 2013 Lo FFY 13 2013-2014 March 2015 State targets for at LITP n results indicators least as SS2, 3bSS1, 3bSS2, (3aSS, 3cS2, 4a, 4b, 4c, 5, & 3cSS1 State target for LITP n vironment 2) birth to 3 & three (Indicators) *.	FFY 2013 Local Determination Scoring Criteria FFY14	ring Criteria FFY15 2015-2016	1004	E FOLL
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Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

Local Sc Criteria Sc Contents Sc	Use current Local Determination Criteria and Scoring Rubric Use current Local Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric	 Two of Two Results Indicator bands; and Four of Five Compliance Indicator bands and One of Two Results Indicator bands; and Three of Five Compliance Indicator bands; and Zero of Two Results Indicator bands; and A Three of Five Compliance Indicator bands Three of Five Compliance Indicator bands Done of Five Compliance Indicator bands A Deed Substantial Intervention UTP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more process.
		 LLIP 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
		• LITP informed the State that it is unwilling to commit with the core requirements

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Wagner:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Dorchester County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Dorchester County ITP 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. 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



Dr. Henry V. Wagner, Jr. March 26, 2015 Page Two

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 Dorchester County ITP 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 & Trancykouski
Marcella E. Franczkowski, M.S.
Assistant State Superintendent

Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery

Jack R. Smith

Angela McPeake Gebert

Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators for the Period July 1, 2013 – June 30, 2014

THE SECOND			Part C	Annual SPE	Part C Annual SPP Performance Report	nce Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	liance Indicator	State	Local	Target	Action Required	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	57.14%	Not Met		88.89%	73.30%
3A	emotional skills	2. Exits within age expectations	65.12%	56.52%	Not Met		87.50%	76.20%
6	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	58.33%	Not Met		100%	80.00%
38	and skills	2. Exits within age expectations	61.42%	65.22%	Met		93.75%	81.00%
Je	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	61.90%	Not Met		86.67%	64.70%
ر د	behaviors	2. Exits within age expectations	56.92%	52.17%	Not Met		68.75%	61.90%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	100%	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	S helped them help and learn	89.0%	100%	Met	Data meet the State's target. No required action.	100%	100%
N	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.71%	Met	Data meet the State's target. No required action.	0.82%	1.58%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.90%	Not Met	Target not met. Improvement Plan required.	2.31%	3.05%

The state of the s	· · · · · · · · · · · · · · · · · · ·	Part C /	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
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%	%29.96	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%
88	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%
80	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

Co	rection of Noncompliance	Timely and Accurate
	Correction of Noncompliance	Data and Submission of Reports
6.	Child Find 0-3	
5.	Child Find 0-1	
	develop and learn	

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5A. 5B	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; LRE for Students Ages 6-21 – Inside the	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity
50	regular class less than 40% of the day; and	9.	Disproportionate Representation Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.	10.	Disproportionate Representation Disaggregated by Race/Ethnicity and Disability
4A	Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.	11. 12. 13.	Initial Evaluation Timeline Part C to B Transition Secondary Transition
8A 8B	Preschool Parent Survey; or School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	rection of Noncompliance	Time	ely 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:

3/14/15drr FINAL (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;

- o Integrated Monitoring Activities;
- o Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outsame Indicates	Change and and	Dogolino	Towart	Toward	Tornot	Target	Target
Child Outcome Indicator	Summary	Dascillic	1 alget	1 alget	1 algot	I al got	100 m 1
	Statement*	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	I	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of		%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Four Five Six Seven (4) (5) (6) (7)						
	Fou (4)						
Numk	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Farly	4a, 4b, 4c, 5, & 6)	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
Latty		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	6)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	8b, 8c, & 14)					
Compliance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

Use current Local Determination Cr Scoring Rubric Use current Local Determination Cr Scoring Rubric Scoring Rubric Scoring Rubric Criteria Use current Local Determination Cr Scoring Rubric Scoring Rubric Scoring Rubric Scoring Rubric	Use current Local Determination Criteria and Scoring Rubric Use current Local Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Scoring Rubric Scoring Rubric Use current Local	 Two of Two Results Indicator bands; and Four of Five Compliance Indicator bands One of Two Results Indicator bands; and Three of Five Compliance Indicator bands; and Zero of Two Results Indicator bands; and One of Five Compliance Indicator bands; and 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 failure to substantially comply has affected the core requirements curb as delivery of sources to study destitication;
		effective general supervision 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). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.

Frederick County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Frederick County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C.	Annual SP	Performa	rt C Annual SPP Performance Report		
	Spb / App Indig	24.00		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
	Section of the second		Target	Results	Met	The second secon	2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	%09.66	Met	Data meet the State's target. No required action.	%09.66	98.20%
٧٥	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	51.72%	Not Met		56.52%	52.90%
46	emotional skills	2. Exits within age expectations	65.12%	61.95%	Not Met		68.42%	%06.69
oc c	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	53.15%	Not Met		70.16%	64.40%
30	and skills	2. Exits within age expectations	61.42%	54.15%	Not Met		61.99%	57.70%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	56.32%	Not Met		64.58%	64.00%
35	behaviors	2. Exits within age expectations	56.92%	47.32%	Not Met		52.63%	64.80%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	95.80%	Met	Data meet the State's target. No required action.	95.10%	96.70%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	95.40%	Met	Data meet the State's target. No required action.	93.80%	96.40%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	92.50%	Met	Data meet the State's target. No required action.	94.80%	95.90%
ιΩ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.61%	Met	Data meet the State's target. No required action.	1.40%	2.02%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.94%	Not Met	Target not met. Improvement Plan required.	2.81%	3.33%

		Part C /	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013		A ceita Document	Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Аспоп кефинеа	FFY	FFY
		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	%99.66	Not Met	Correction of noncompliance must occur.	%02.66	86.90%
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	99.70%	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%
88	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%
80	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%	98.13%	Not Met	Correction of noncompliance must occur.	100%	100%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day; and	9.	Disproportionate Representation Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate schools, residential facilities, or	10.	Disproportionate Representation Disaggregated by Race/Ethnicity and
	homebound/hospital placements.	B 80	Disability
4A	Suspension/Expulsion – Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple Suspensions/Expulsions > than 10 days.	12. 13.	Part C to B Transition Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance	-	Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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;
- o Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

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

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

g	Five (5)	six (6)	Seven (7)		Four (4) (5) (6)	2014 -4-2015> 2016) 2015 2015 2017)	2016 6-2017> 2018) 2017 7-2018> 2019)	2018
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DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

				and a second		
			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	EFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a5S1, 3a5S2, 3b5S1, 3b5S2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
Larry		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c5S1, 3c5S2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	8b, 8c, & 14)					
compilance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

Local Determination Criteria	Local Determination Criteria Criteria Use current Local Determination Criteria and Scoring Rubric Local Criteria Criteria Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric	 Two of Two Results Indicator bands; and Four of Five Compliance Indicator bands and One of Two Results Indicator bands; and Three of Five Compliance Indicator bands; and Zero of Two Results Indicator bands; and A Doe of Five Compliance Indicator bands Need Substantial Intervention
	Scoring Rubric	 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 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
		• LITP informed the State that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Brookmyer:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Frederick County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Frederick County ITP 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. 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



Dr. Barbara Brookmyer March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Frederick County ITP 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 Trancykowski
Marcella E. Franczkowski, M.S.
Assistant State Superintendent

Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c:

Lillian M Lowery Jack R. Smith Monica Grant Branch Chiefs



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Wilson:

Congratulations)

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Garrett County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Garrett County ITP 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. 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

Dr. Janet Wilson March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

Lillian M Lowery c: Jack R. Smith Jennifer Kotulak Lisa Melendrez Branch Chiefs

Garrett County Infants and Toddlers Program Annual Data on Part C State Performance Plan (SPP) Priority Indicators for the Period July 1, 2013 – June 30, 2014

			Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	atore		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	oliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
4.0	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	100%	Met		100%	83.30%
Y.	emotional skills	2. Exits within age expectations	65.12%	94.29%	Met		85.19%	72.70%
e c	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	100%	Met		100%	100%
900	and skills	2. Exits within age expectations	61.42%	94.29%	Met		88.89%	72.70%
00	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	100%	Met		100%	87.50%
2	behaviors	2. Exits within age expectations	56.92%	91.43%	Met		81.48%	63.60%
4A	Families who report EIS helped them know their rights	IS helped them know	81.00%	100%	Met	Data meet the State's target. No required action.	100%	96.30%
48	Families who report EIS helped them communicate their child's needs	IS helped them ild's needs	79.00%	100%	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	IS helped them help and learn	89.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
ın	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	3.56%	Met	Data meet the State's target. No required action.	3.07%	0.35%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.97%	Met	Data meet the State's target. No required action.	4.08%	2.31%

Sales Sales	からいから というとの のはないない	Part C ∤	Annual SPP	Performa	Part C Annual SPP Performance Report	-	のではいい
	SPP/APR Indicators		FFY 2013		Landon Daniel	Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
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%
88	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%
38	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

5.	Child Find 0-1	
6.	Child Find 0-3	
	Correction of Noncompliance	Data and Submission of Reports
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

100	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the	0	Race/Ethnicity
	regular class less than 40% of the day; and	9.	Disproportionate Representation Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion – Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance	•	Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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:

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.

Require the public agency to enter into a compliance agreement under section 457 (ii) 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.

For each year of the determination, withholds not less than 20 percent and not (iii) 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.

Seeks to recover funds under Section 452 of the GEPA. (iv)

Withholds, in whole or in part, any further payments to the public agency under (v) 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;

- o Integrated Monitoring Activities;
- o Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	-	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	-	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

ators)	Seven (7)						
Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Six (6)						
quired to Meet Require	Five (5)						
f Results Indicators Re ural Environments, Chi	Four (4)						
Number o Nat	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

		C NES	Fart Commission Commission Commission	Author Calenda		
Determination Vear	EEV17	2	trys a	of mig Criteria	10044	1 2 2 2 4 4
100000000000000000000000000000000000000	77	CTILL		TFY 15	FFY16	PFY1/
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
raily .		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	8b, 8c, & 14)					
combinance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
7//02	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

THE PERSON NAMED IN COLUMN 2 IS NOT THE OWNER, THE PERSON NAMED IN COLUM	ANY COMMENSAGEMENT OF THE PROPERTY OF THE PROP	all plant of the common of the
	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
CIE	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	• 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 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
		• LITP informed the State that it is unwilling to comply with the core requirements
* Outrement of the Company		

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Mrs. Canavan:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Harford County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Harford County ITP 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. 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



Mrs. Barbara P. Canavan March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

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

Harford County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Harford County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	atore		FFY 2013			Previou	Previous Results
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	%02'66	Met	Data meet the State's target. No required action.	99.50%	99.10%
<	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	%66'.29	Met		74.29%	73.40%
¥,	emotional skills	2. Exits within age expectations	65.12%	25.66%	Not Met		58.46%	57.30%
C	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	73.06%	Met		74.52%	74.60%
30	and skills	2. Exits within age expectations	61.42%	53.52%	Not Met		58.85%	56.40%
Co	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	70.79%	Not Met		76.50%	65.70%
76	behaviors	2. Exits within age expectations	56.92%	51.99%	Not Met		56.54%	63.80%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	92.70%	Met	Data meet the State's target. No required action.	91.00%	91.80%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	92.30%	Met	Data meet the State's target. No required action.	91.00%	94.10%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	91.90%	Met	Data meet the State's target. No required action.	93.70%	93.40%
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.25%	Not Met	Target not met. Improvement Plan required.	1.62%	1.51%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.46%	Met	Data meet the State's target. No required action.	4.57%	3.83%

		Part C △	Annual SPF	Performa	Part C Annual SPP Performance Report		STATE OF THE PARTY
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	90.00%	Not Met	Correction of noncompliance must occur.	91.10%	90.50%
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	98.30%	Not Met	Correction of noncompliance must occur.	90.60%	98.30%
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%
80	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%	94.50%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5A.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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;

- o Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children ananimously 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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. Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Maryland Infants and Loddlers Program	Program		
			Part C			
Date of the second			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year		FFY13	FFY14	FFY15	FFY16	FFV17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	IITD met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	loact cavan recults indicators	lost course (algers 10) at
Fariv	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552	(3a5C1 3a5C2 3b5C1 3b5C2
		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c. 5, &	3cSS1. 3cSS2. 4a. 4b. 4c. 5. &	3rKS1 3rKS2 4a 4h Ar 5 8
Childhood		(9)	(9)	(9)	(9)	6)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	UTP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	ITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	omeliance in all conclination
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a. 8b. & 8c)	indicators (1 7 83 84 & 8.7)	indicators (1 7 02 04 0 02)	compliance in an compliance
Compliance	8b, 8c, & 14)			(2) (2) (2) (2) (3)	mulcators (I, /, 6a, 6b, 6c 6c)	Indicators (1, 7, 8a, 8b, & 8c)
	LITP is not below 85% in	IITP is not helow 85% in	ITD is not bollow 000%			
(All targets are 100%)	Indicators 1 7 92 04 22 92	11 0/CO MOISO 101 11 11 11 11 11 11 11 11 11 11 11 11	CITY IS HOLDEROW 30% IN	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
	marcardis 1, 7, 6d, 60, 0f 6C.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	IITP demonstrated full	II D domestication of II			
	compliance (100%) is at least	demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	the compliance (±000) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compilance marcators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
	G. C. C.	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified infaings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including riscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
The state of the s		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner
				The state of the s		mich die acceptate manne.

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local Determination Criteria and	Need Substantial Intervention
	Scoring Rubric	 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 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
		• LITP informed the State that it is movilling to commit with the core requirement.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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

Dear Dr. Foose:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Howard County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Howard County ITP 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. 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

Dr. Renee A. Foose March 26, 2015 Page Two

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

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

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

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

Sincerely,

Marcella E. Franczkowski, M.S. Assistant State Superintendent

Division of Special Education/ Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Patty Daley Jennifer Harwood Branch Chiefs

Howard County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Howard County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual CD	P Porform	rt C Annual SDD Derformance Benert		
	SDD / ADD Indicator	24040		EEV 2013		and and an		
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	Freviou	FFY FFY FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	97.80%	Met	Data meet the State's target. No required action.	97.80%	99.30%
< 0	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	51.28%	Not Met		20.89%	29.90%
¥,	emotional skills	2. Exits within age expectations	65.12%	59.92%	Not Met		57.54%	64.90%
3.8	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	61.67%	Not Met		52.91%	59.40%
20	and skills	2. Exits within age expectations	61.42%	60.31%	Not Met		53.17%	63.70%
30	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	%60.99	Not Met		%60.09	61.20%
3	behaviors	2. Exits within age expectations	56.92%	49.24%	Not Met		48.00%	29.30%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	%00.96	Met	Data meet the State's target. No required action.	%00.96	95.80%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	93.90%	Met	Data meet the State's target. No required action.	94.60%	95.40%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	94.50%	Met	Data meet the State's target. No required action.	%08.96	97.30%
Ŋ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.13%	Not Met	Target not met. Improvement Plan required.	%06:0	1.48%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.00%	Met	Data meet the State's target. No required action.	3.04%	2.91%

		Part C /	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
н	Timely Delivery of IFSP Services	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	%09.66	99.50%
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	99.47%	Not Met	Correction of noncompliance must occur.	99.70%	99.40%
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%
80	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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:

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

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children ananimously 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
		SFY 2014	SFY 2015	SFY 2016	SFY 2017		SFY 2019
Positive Social Emotional	-	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	_	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	FY Four Five Six Seven SFY> (4) (5) (6) (7) mination ear) (7) (7)	013 3-2014> 015)	014 4-2015> 016)	.015 5-2016> .017)	.016 6-2017> .018)	7-2018> (019)	.018 8-2019> :020)
Num	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

### FFY14 #### FFY15 ###################################				man your minutes and condicts 110grann	riogram		
FFY12 FFY13 FFY14 FFY14 FFY14 FFY14 FFY14 FFY15 FFY14 FFY15 FFY14 FFY15 FFFY15 FFFY15 FFFFY15 FFFFY15 FFFFFY15 FFFFFY15 FFFFFY15 FFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFY15 FFFFFFFY15 FFFFFFFY15 FFFFFFY15 FFFFFFFFY15 FFFFFFFFY15 FFFFFFFFY15 FFFFFFFFFY15 FFFFFFFFFFFY15 FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF			EEV 2	Part C	nations Orthonics		
March 2013 March 2014 March 2014 March 2015 March 2014 March 2015 March 2014 March 2015 March	Determination Year			ors cocal peter miliation so	ornig criteria		
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LITP met State targets for at Least four casults indicators (2, 8 d) 4a, 4b, 4c, 5, 8 d) 6 Joat four results indicators (3.3521, 38522, 38522, 38522, 38522, 38522, 38522, 38522, 38522, 38522, 3852	Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
least four results indicators (2, least four results indicators 4a, 4b, 4c, 5, & 6) das 4b, 4c, 5, & 6) das 4b, 4c, 5, & 6) das 51, 3a52, 3a5		LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
4a, 4b, 4c, 5, & 6) 6a		least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Data for Natural Environments Matural Environments 60 60	Farly	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
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Indicator 2) data is not significantly (\$ 81.0%) the through 4*. Indicator 2) birth to 3 & three (Indicator 2) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 3) birth to 3 & three through 4*. Indicator 4) 7, 8a, 8b, 8 8c) indicator 3 1, 7, 8a, 8b, 8 8c) indicators 1, 7, 8a, 8b, or 8c. In demonstrated full compliance indicators (100%) in at least two compliance indicators (1, 7, 8a, 8b, or 8c.) In compliance indicators (100%) in at least two compliance indicators (1, 7, 8a, 8b, 8c.) In concompliance indicators (1, 7, 8a, 8b, 8c.) In concomp	Childhood		(9)	(9)	(9)	(9)	(9)
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200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org Congratulations

March 26, 2015

Dr. Karen M. Couch Superintendent Kent County Public Schools 5608 Boundary Avenue Rock Hall, MD 21661

Dear Dr. Couch: Kurw

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 resultsbased 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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Kent County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Kent County ITP 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. 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

Dr. Karen M. Couch March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Kent County ITP 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 & Transkowski
Marcella E. Franczkowski, M.S.
Assistant State Superintendent

Division of Special Education/ Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Wendy Keen Branch Chiefs

Kent County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Kent County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

		The state of the s	Part C.	Annual SP	P Performs	rt C Annual SPP Performance Report		
	SPP/APR Indicators	cators		FFY 2013			Previou	Previous Results
Res	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	with IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
< 0	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	%29.99	Met		100%	100%
45	emotional skills	2. Exits within age expectations	65.12%	%29.99	Met		100%	75.00%
a	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	%00.0	Not Met		NA	100%
3	and skills	2. Exits within age expectations	61.42%	20.00%	Not Met		100%	75.00%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	%29.99	Not Met		100%	100%
3	behaviors	2. Exits within age expectations	56.92%	83.33%	Met		100%	100%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	N/A			NA	100%
48	Families who report EIS helped them communicate their child's needs	IS helped them ild's needs	79.00%	N/A			NA	100%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	N/A			NA	100%
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	2.27%	Met	Data meet the State's target. No required action.	0.00%	1.04%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	1.31%	Not Met	Target not met. Improvement Plan required.	0.70%	1.53%

		Part C	Annual SPI	P Performa	Part C Annual SPP Performance Report	The state of the s	
SPP/APR Indicators	dicators		FFY 2013		A chi c a D c c a la c	Previou	Previous Results
Results Indicator Compliance Indicator	mpliance Indicator	State	Local	Target	Action Required	FFY	FFY
The second second second		Target	Results	Met		2012	2011
Timely Delivery of IFSP Services	IFSP Services	100%	100%	Met	Compliant. No required action.	100%	100%
Percentage of toddlers for whom evaluation and the initial IFSP wa 45 days from the date of referral	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%
Percentage of toddlers exiting Part whom an IFSP was developed at lea days, and not more than nine mont prior to the toddler's third birthday	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%
Percentage of todd was notified of pot at least 90 days pri	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%
Percentage of children for whom the transition conference was held 90 da and not more than nine months, prio the toddler's third birthday	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	compliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		92 5
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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:

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

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	FFY 2013	H	FFY 2015	FFY 2016	FFY 2017	FFY 2018
		SFY 2014		SFY 2016	SFY 2017	SFY 2018	SFY 2019
Positive Social Emotional	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	-	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Total Indicators) Outcomes	Seven (7)						
quirements (of 11 comes, and Family	Six (6)						
Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Five (5)						
r of Results Indicators Iatural Environments	Four (4)						
Numbe	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 < 2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			The last to the la	110Erain		
			Part C			
Date of the last of			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year		FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
OF STATE		3cS51, 3cS52, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c5S1, 3c5S2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, 8, 8c)	indicators (1 7 8a 8h & 8c)	indicators (1 7 82 94 8.94)	indicator (1 7 02 04 0 02)
Compliance	8b, 8c, & 14)			מים או ליים ליים ליים ליים ליים ליים ליים ליי	"" " (1, 1, 04, 00, 00)	Indicators (1, 7, 64, 60, 8 60)
Compile	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	ITP is not helpw 90% in	LITE is not holow 000% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1 7 8a 8h or 8c	or do to transfer		CITY IS HOLDEROW SO/S III
W-14		30 10 100 to 11 to 100 to 11	margardis 1, 7, 69, 60, 01 60.	marcators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1.
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.
				Charles and the state of the Second Communication of the S		

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

Scoring Use cur	Determination Criteria and	Meets Requirements
Scoring Use cur	nination Criteria and	
Scoring Use cur		
Use cur	Scoring Rubric	Two of Two Results Indicator bands; and
Use cur		Four of Five Compliance Indicator bands
Datarm	Use current Local	Noods Assistance
Detelli	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination Use cur	Use current Local	Noode Intervention
Determ	Determination Criteria and	
	Scoring Rubric	Zero of Two Results Indicator bands: and
		One of Five Compliance Indicator bands
1.000		CONTRACT TRACTOR TO THE CONTRACT TO THE CONTRA
Determi	Use current Local Determination Criteria and	Need Substantial Intervention
Scoring	Scoring Rubric	• LITP demonstrated continued failure to correct all previously identified noncommissional continued failure and continued failure to correct all previously identified noncommissional continued failure to correct all previously identified noncommissional continued failure to correct all previously identified noncommissional continued failure fai
		years from date of identification;
		 LITP failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to arounded
1010		effective general supervision and oversight; or
		• LTP informed the State that it is unwilling to commit with the core requirement.

le state that it is unwhining to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Ms. Uma S. Ahluwalia, Director Montgomery County Department of Health and Human Services 401 Hungerford Drive, 5th Floor Rockville, MD 20850

Dear Ms. Ahluwalia:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Montgomery County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Montgomery County ITP 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. 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

Ms. Uma S. Ahluwalia March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery
Jack R. Smith
Gwendolyn J. Mason
Natasha Ramberg
Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Montgomery County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Perform	Part C Annual SPP Performance Report			-
	SPP/APR Indicators	cators		FFY 2013			Previou	Previous Results	-
Resi	Results Indicator Compliance Indicator	pliance Indicator	State	Local	Target	Action Required	FFY	FFY	-
			Target	Results	Met		2012	2011	
2	Infants and Toddlers with IFSPs who receive services in natural environments	with IFSPs who tural environments	92.00%	95.90%	Met	Data meet the State's target. No required action.	95.70%	95.40%	
8	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	59.84%	Not Met		61.40%	%0.709	
5	emotional skills	2. Exits within age expectations	65.12%	72.12%	Met		69.58%	70.70%	
38	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	74.74%	Met		75.60%	74.20%	
3	and skills	2. Exits within age expectations	61.42%	%99.69	Met		65.41%	66.10%	
30	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	74.42%	Met		74.50%	72.90%	
3	behaviors	2. Exits within age expectations	56.92%	62.69%	Met		64.99%	71.20%	
4A	Families who report EIS helped them know their rights	IS helped them know	81.00%	95.20%	Met	Data meet the State's target. No required action.	94.60%	%00.96	
48	Families who report EIS helped them communicate their child's needs	IS helped them ild's needs	79.00%	95.70%	Met	Data meet the State's target. No required action.	94.70%	95.80%	
4C	Families who report EIS helped them help their children develop and learn	IS helped them help and learn	%00.68	97.00%	Met	Data meet the State's target. No required action.	95.30%	95.80%	
īΟ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.500%	2.24%	Met	Data meet the State's target. No required action.	1.83%	1.60%	
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.38%	Met	Data meet the State's target. No required action.	4.10%	4.19%	

		Part C ∤	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
The Paris of the P		Target	Results	Met		2012	2011
-	Timely Delivery of IFSP Services	100%	98.75%	Not Met	Correction of noncompliance must occur.	98.7%	%05.66
,	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	%06'66	%09'66
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%
88 88	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%
28	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5A.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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;

- o Integrated Monitoring Activities;
- Fiscal Management;
- o Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

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

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	I	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	П	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

otal Indicators) atcomes	Seven (7)						
quirements (of 11 To comes, and Family Ou	Six (6)						
Required to Meet Re Child Find, Child Outc	Five (5)						
Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Four (4)						
Number	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2 014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Mary yeard mignits and toddlers Program	rogram		
		FFY 2	FY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	. FFY12	FY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
Children .		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LIIP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1 7 8a 8h & 8c)
Compliance	8b, 8c, & 14)				for in fact for the fact	(20 %) (20 (20 (2) (2) (2) (2) (2) (2) (2) (2) (2) (2)
(All targets are 1000)	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	I ITP is not helow 90% in
(viii tai Bets ale 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
= 73	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
***	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
	The state of the s	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year or nouncation	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	NA	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

	Use current Local	Maate Ramiramante
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
	The state of the s	Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
Circia	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Nood Cohobount 1 1 Account
	Determination Criteria and	weed Substantial Intervention
	Scoring Rubric	 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 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
	LITP inform	 LITP informed the State that it is unwilling to comply with the core requirements



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Mrs. Pamela B. Creekmur, RN Health Officer Prince George's County 1701 McCormick Drive, Suite 200 Largo, MD 20774

Dear Mrs. Creekmur:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Prince George's County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Prince George's County ITP 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. 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

Mrs. Pamela B. Creekmur March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Prince George's County ITP 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,

arcella E. Francykowski Marcella E. Franczkowski, M.S. Assistant State Superintendent Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Sharon Levden **Branch Chiefs**

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Prince George's County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	rt C Annual SPP Performance Renort		
	SPP/APR Indicators	ators		FFY 2013			Previo	Previous Results
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		The second second	Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	with IFSPs who ural environments	92.00%	%09.66	Met	Data meet the State's target. No required action.	98.90%	95.70%
<	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	%68.69	Met		70.43%	%00.89
Y	emotional skills	2. Exits within age expectations	65.12%	61.25%	Not Met		61.66%	28.00%
8	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	68.54%	Not Met		73.19%	71.20%
3	and skills	2. Exits within age expectations	61.42%	59.22%	Not Met		54.47%	46.60%
30	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	80.68%	Met		78.35%	72.90%
3	behaviors	2. Exits within age expectations	56.92%	54.86%	Not Met		26.07%	54.80%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	94.10%	Met	Data meet the State's target. No required action.	%09'96	%06:56
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	%00.67	95.00%	Met	Data meet the State's target. No required action.	96.20%	%06:56
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00	95.10%	Met	Data meet the State's target. No required action.	96.10%	%06:96
N	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.29%	Not Met	Target not met. Improvement Plan required.	1.23%	1.15%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.73%	Not Met	Target not met. Improvement Plan required.	2.79%	2.41%

		Part C	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	95.89%	Not Met	Correction of noncompliance must occur.	91.70%	%06.96
	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%	%08'66
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%
88	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%
28	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.	91.90%	98.70%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

	develop and learn	
5.	Child Find 0-1	
6.	Child Find 0-3	1
	Correction of Noncompliance	Data and Submission of Reports
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		* 0.1000xxxxxxxx
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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:

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- (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;
- o Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	I	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Numbe	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Required to Meet Re Child Find, Child Out	equirements (of 11 T comes, and Family C	otal Indicators) utcomes	
FFY <sfy> (Determination Year)</sfy>	Four (4)	Five (5)	Six (6)	Seven (7)	
2013 <2013-2014> (2015)					
2014 <2014-2015> (2016)					
2015 <2015-2016> (2017)					
2016 <2016-2017> (2018)					
2017 <2017-2018> (2019)					
2018 <2018-2019> (2020)					

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			mar yiana miama ana roadiera riogiam	ringiani		
			Part C			
		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFV15	EFV16	EEV17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1019	Manch 2040
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	TITO MAN CANADA AND AND AND AND AND AND AND AND AN	STOT HANGE	Warch 2019
	Cl moteribe indicate	100000000000000000000000000000000000000	the loss raise targets to at	Life met state targets for at	LITP met state targets for at	LITP met State targets for at
	4- 41- 4- 7- 6-CV	least rour results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3a551, 3a552, 3b551, 3b552,	(3a551, 3a552, 3b551, 3b552,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
OUT THE PARTY		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
CHIIGHOOD		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, 8, 8c)	indicators (1, 7, 8a, 8h, 8, 8c)	indicators /1 7 82 94 9.9c)	indiantes (1 7 0- 01 0 0-1	Solution in an action
Compliance	8b, 8c, & 14)		100 m (m) (m) (m)	(1) (1) (1) (1) (1) (1) (1) (1)	muraturs (1, 7, 6a, 60, & 8c)	Indicators (1, 7, 8a, 8b, & 8c)
Compliance	IITP is not helow 85% in	I ITD is not holom orov :-				
(All targets are 100%)	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	LITE IS HOLDEROW 85% IN	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
	indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	UITP demonstrated full	IIID domonaterated full				
	compliance (1000) is at least	רוון מבוווסוואו מופח ומו	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (±00%) III at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compilance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1.
	The state of the s	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner	timely and accurate manner
			The state of the s			וווובו) מווח מרכחו מרב ווומוווובו.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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	Determination Criteria and	meets nedulelles
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		Four of Five Compliance Indicator bands
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	Determination Criteria and	ביים ביים ביים ביים ביים ביים ביים ביים
-	Scoring Rubric	One of Two Results Indicator bands; and
rocal		Three of Five Compliance Indicator bands
Determination	Use current Local	Noorle Internancian
Critoria	Determination Criteria and	
8	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
1773	Scoring Rubric	• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or many
		years from date of identification;
		• LITP failure to substantially comply has affected the core requirements, such as delivery of services to children with dispersion of the core requirements.
		effective general supervision and oversight; or
		• LITP informed the State that it is unwilling to commit with the core requirements
* Department of the Asset of th		and the contract of the contra



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Dr. Carol A. Williamson
Superintendent
Queen Anne's County Board of Education
202 Chesterfield Avenue
Centreville, MD 21617

Dear Dr. Williamson:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Queen Anne's County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Queen Anne's County ITP 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. 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

Dr. Carol A. Williamson March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Diane McGowan Wes Campbell Branch Chiefs

Queen Anne's County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Queen Anne's County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

THE PERSON NAMED IN	The state of the s	The state of the s	Part C	Annual SP	9 Performa	rt C Annual SPP Performance Benort		
	SPP/APR Indicators	atore		FFY 2013			Previo	Previous Results
Rest	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	98.10%	100%
V C	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	30.00%	Not Met		61.11%	20.00%
Y n	emotional skills	2. Exits within age expectations	65.12%	76.74%	Met		78.57%	63.60%
00	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	53.85%	Not Met		52.63%	33.30%
an a	and skills	2. Exits within age expectations	61.42%	76.74%	Met		71.43%	48.50%
3.0	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	77.78%	Met		61.29%	26.50%
3	behaviors	2. Exits within age expectations	56.92%	72.09%	Met		61.90%	63.60%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	%08.98	Met	Data meet the State's target. No required action.	100%	100%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	88.90%	Met	Data meet the State's target. No required action.	94.90%	97.60%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	89.70%	Met	Data meet the State's target. No required action.	94.40%	100%
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.45%	Not Met	Target not met. Improvement Plan required.	1.53%	1.73%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.46%	Met	Data meet the State's target. No required action.	3.49%	4.21%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

Compliance
4B. Suspension/Expulsion – Significant Discrepancy Disaggregated by
Race/Ethnicity
9. Disproportionate Representation Disaggregated by Race/Ethnicity
Disaggregated by Race/Ethnicity and
Disability
11. Initial Evaluation Timeline
12. Part C to B Transition
13. Secondary Transition
200
Data and Submission of Reports
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;
- o Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- o Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

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			Part C			
Park and in the same of			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year		FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	lanct covan results indicators
Farly	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8h, & 8c)	indicators (1 7 83 8h 8.8c)
Compliance	8b, 8c, & 14)					(a) (a) (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c
	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	11TD is not holow 00% in	of the state of th
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1 7 8a 8h or 8c	Indicatore 1 7 8 ab as as	10 0 0 miles	CITE IS HOLDEROW 90% III	LITP IS NOT BEIOW 90% IN
			moreators 1, 7, 64, 60, of 6C.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	IITP demonstrated full	ITO domonto de la	1 37
	compliance (100%) in at least	compliance (100%) in at least	tong (100%) in at least	10000	FILL Gellions afed Inii	LITP demonstrated full
	two compliance indicators	ture complete in the contract of	compliance (100%) iii at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	carolina marcarolis	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
	G. G	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	Identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one vear of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner	timely and accurate manner
		The second of th		mich dire accerded minimies	וווובול מווח מרכחו מוב ווומנווובו.	timely and accurate my

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

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	Use current Local	Maate Ramiliamante
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Naade Assistance
	Determination Criteria and	D21317777 (133)
1	Scoring Rubric	One of Two Results Indicator bands; and
rocai		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Intervention
Critoria	Determination Criteria and	
Citeria	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Mond Cibetonia Internation
	Determination Criteria and	ואבת מחומים ווונבו אבונים ווונבו ווונבו אבונים ווונבו וווונבו ווונבו ווונבו ווונבו ווונבו ווונבו ווונבו ווונבו ווונבו וווונבו ווווונבו ווווונבו ווווונבו וווווווו
70%	Scoring Rubric	 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 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
		 LITP informed the State that it is unwilling to comply with the core requirements

ne State that it is unwilling to comply with the core requirements. Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

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 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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the St. Mary's County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the St. Mary's County ITP 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. 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



Mr. James Scott Smith March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the St. Mary's County ITP 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 & Transkowski

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery
Jack R. Smith
Melissa Charbonnet
Debbie Crosby

Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators St. Mary's County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
«	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	65.15%	Met		%00.09	70.90%
7	emotional skills	2. Exits within age expectations	65.12%	%86.99	Met		64.00%	69.10%
a	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	89:09	Not Met		73.21%	76.30%
3	and skills	2. Exits within age expectations	61.42%	988.09	Not Met		64.00%	29.80%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	75.00%	Met		68.75%	73.20%
3	behaviors	2. Exits within age expectations	56.92%	52.83%	Not Met		%00.09	63.90%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	95.30%	Met	Data meet the State's target. No required action.	94.90%	93.70%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	95.20%	Met	Data meet the State's target. No required action.	94.80%	91.00%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	93.10%	Met	Data meet the State's target. No required action.	94.90%	93.30%
ιΛ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	%96.0	Not Met	Target not met. Improvement Plan required.	1.27%	1.23%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.01%	Met	Data meet the State's target. No required action.	2.38%	2.58%

		Part C	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013		A cries Bossing	Previou	Previous Results
=	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
ė.	Timely Delivery of IFSP Services	100%	97.40%	Not Met	Correction of noncompliance must occur.	96.40%	95.50%
	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%
	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%
STATE OF THE STATE	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%
" _	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

	develop and learn	
5.	Child Find 0-1	
6.	Child Find 0-3	
Yes.	Correction of Noncompliance	Data and Submission of Reports
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
31117	Correction of Noncompliance		Data and Submission of Reports
Corre	ection of Noncompliance	Time	ly 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:

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

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children manimously 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

Determination Year				一日 一			
Determination Year		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria			
	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17	
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019	
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators	
Easte	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2.	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(32551 32552 34551 34552	
Edity		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	35551 3555 4a 4h 4r 5 &	
Childhood		(9)	(9)	(9)	(9)	(6)	
Results	Data for Natural Environments	LITP met State target for	UTP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment	
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) hirth to 3 & three	
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*	
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	Citoctadas potentamonos	
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	citr dellionstrated substantial	
	compliance indicators (1 7 8a	indicators (1 7 85 8h 8.8c)	(10 0 40 0 0 1) motoribui	compilation and an explication	compilative in all compilative	compliance in all compliance	
	8h 8c & 141	(1) (1) (2) (2) (3) (4) (4) (5)	murators (1, 7, 04, 00, & 60)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	
Compliance	1 2 2 10 10 10 10 10 10 10 10 10 10 10 10 10						
176	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	
	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	
	ITD domonstrated full	20 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
	rist demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	
	compilance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification	
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

STATE OF THE PERSON NAMED IN COLUMN 2 IN C	The second name of the second na	Maryland Infants and Toddlers Program
	Use current Local	
	1	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
11500	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Needs Internantion
Critoria	Determination Criteria and	
2	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Nood Sukstantial Internention
	Determination Criteria and	
	Scoring Rubric	• 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 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
		LITP informed the State that it is unwilling to comply with the core requirements.
		The college of the co

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 25, 2015

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

Dear Dr. Gaddis:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Somerset Count Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Somerset County ITP has achieved the determination status of "Needs Intervention."

This sudden change in local determination status from "Meets Requirements" in FFY 2012 to "Needs Intervention" in FFY 2013 resulted from data below the state target in seven (7) of eight (8) results indicators and data less than 95% in three (3) of five (5) compliance indicators. In addition, no family survey responses were received from families who received services in the Somerset County ITP. A determination status of "Needs Intervention" requires that the Somerset County ITP and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The Somerset County ITP 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 Somerset County ITP to "Meet Requirements." Dr. Brian Morrison, Program Director, Maryland Infants and Toddlers Program, will be contacting Dr. Lynette Johnson, Special Education Supervisor to identify a date and time for this meeting.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. 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.

Dr. John B. Gaddis March 25, 2015 Page Two

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 Somerset County ITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely.

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

Early Intervention Services

arcel

MF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Lynette Johnson

Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Somerset County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Rest	Results Indicator 📉 Comp	Compliance Indicator	State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	20.00%	Not Met		100%	20.00%
3A	emotional skills	2. Exits within age expectations	65.12%	20.00%	Not Met		100%	80.00%
6	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	25.00%	Not Met		100%	33.30%
200	and skills	2. Exits within age expectations	61.42%	20.00%	Not Met		100%	40.00%
Ú.	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	20.00%	Not Met		100%	50.00%
76	behaviors	2. Exits within age expectations	56.92%	20.00%	Not Met		100%	80.00%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	N/A	Not Met	No family surveys received. Improvement Plan required.	NA	100%
48	Families who report EIS helped them communicate their child's needs	S helped them id's needs	79.00%	N/A	Not Met	No family surveys received. Improvement Plan required.	NA	100%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	N/A	Not Met	No family surveys received. Improvement Plan required.	NA	100%
Z.	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.15%	Not Met	Target not met. Improvement Plan required.	%98.0	0.00%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.08%	Not Met	Target not met. Improvement Plan required.	1.52%	%06:0

		Part C ∤	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013		A 24: 0.0 D 2 C 1: 10.0	Previou	Previous Results
Rest	Results Indicator 📉 Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
- F		Target	Results	Met		2012	2011
1	Timely Delivery of IFSP Services	100%	88.89%	Not Met	Correction of noncompliance must occur.	100%	87.50%
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%	87.50%	Not Met	Correction of noncompliance must occur.	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%
80	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%	75.00%	Not Met	Correction of noncompliance must occur.	100%	100%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	100%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

70 300	Results		Compliance
2.	Primary Service Setting	1.	Timely Services
3A.	Positive Social - Emotional Skills	7.	45 Day Timeline
3B.	Acquisition and Use of Knowledge and	8A.	Transition - Transition Outcomes
	Skills	8B.	Transition - Notification to LSS
3C.	Use of Appropriate Behaviors	8C.	Transition - Timely Planning Meeting
4A.	Family Survey - Know their rights		
	Family Survey - Effectively		
	communicate their children's needs		
4C.	Family Survey - Help their children		

Cor	rection of Noncompliance	Timely and Accurate
	Correction of Noncompliance	Data and Submission of Reports
6.	Child Find 0-3	
5.	Child Find 0-1	
	develop and learn	

The following Part B indicators are included in assigning determinations:

	Process		Compliance
	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		Contract Agricum with excellent debug 10 february distribution (10 february 10
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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;

- o Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	-	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Results Indicators Required to Meet Requirements (of 1.1 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Five Six Seven (5) (7)						
r of Results Indicato Iatural Environmen	Four (4)						
<	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

			Maryland Infants and Toddiers Program	Program		
			Part C			
			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
Early		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Requite	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
Campan	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
2000	8b, 8c, & 14)					
Compilance	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	IITD demonstrated full	IITD demonstrated full	IITD demonstrated full	IITD demonstrated full	IITD demonstrated full	IITD demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria Criteria Criteria Criteria Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Use current Local Determination Criteria and Scoring Rubric Scoring Rubric	riteria and riteria and riteria and riteria and	 Two of Two Results Indicator bands; and Four of Five Compliance Indicator bands and Three of Five Compliance Indicator bands; and Three of Five Compliance Indicator bands; and Zero of Two Results Indicator bands; and 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 failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to provide effective peneral supervision and oversieht: or
		 LITP informed the State that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Mrs. Kelly L. Griffith Superintendent Talbot County Public Schools P. O. Box 1029 Easton, MD 21601

Dear Mrs. Griffith:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Talbot County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Talbot County ITP 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. 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



Mrs. Kelly L. Griffith March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Talbot County ITP 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. Trancykowski, M.S.
Assistant State Superintendent
Division of Special Education/

Early Intervention Services

MEF/BMM/cc Attachments

c:

Lillian M Lowery Jack R. Smith Kristin Mentges Michelle Steelman Branch Chiefs

Talbot County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Talbot County Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SPF	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Compliance Indicator	oliance Indicator	State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
V C	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	52.38%	Not Met		80.00%	100%
YC .	emotional skills	2. Exits within age expectations	65.12%	56.25%	Not Met		68.75%	79.20%
90	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	29.09%	Not Met		71.43%	100%
ac	and skills	2. Exits within age expectations	61.42%	53.13%	Not Met		81.25%	79.20%
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	76.92%	Met		91.67%	100%
3	behaviors	2. Exits within age expectations	56.92%	56.25%	Not Met		75.00%	82.60%
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	100%	Met	Data meet the State's target. No required action.	NA	100%
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	100%	Met	Data meet the State's target. No required action.	NA	100%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	100%	Met	Data meet the State's target. No required action.	NA	100%
τυ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	3.19%	Met	Data meet the State's target. No required action.	1.75%	1.65%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	4.19%	Met	Data meet the State's target. No required action.	3.07%	3.32%

	大学 ないからない 大学 はない 大学 はない はない ないかい	Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		STATE OF STA
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY 2011
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%
88	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%
98	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

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

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

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

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

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

Framework for Assistance and Intervention

Needs Assistance

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

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

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To

enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

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

Needs Intervention

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

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

- · Mandatory review of the local school system's system of general supervision to include:
 - Local Self-Assessment of Performance and Compliance;
 - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;

- Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

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

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Four Five Six Seven (4) (5) (6) (7)						
er of Results Indicators R Natural Environments, C	Four (4)						
Numbe	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2 014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Part C			
			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
1 10		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1. 7. 8a. 8b. & 8c)	indicators (1 7 8a 8h & 8c)
Compliance	8b, 8c, & 14)				land for the training	(20 %) (20) (21) (21)
The state of the s	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	IITP is not below 90% in
(All targets are 100%)	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1 7 8a 8h or 8c	Indicators 1 7 89 8h or 8r
				50 D (20 P) (1 T 1 D)	וומוכמנטוא די יי סמי סטי טו סכי	mucators 1, 7, 84, 80, or 80.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
The second secon	Control of the last of the las	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.
					The second secon	

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

Μοφέο Βοπιτέρινουψέο	Meets nedmiented	 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 	Noode Internantion	Hollion special	 Zero of Two Results Indicator bands; and 	 One of Five Compliance Indicator bands 	Need Substantial Intervention	• LITP demonstrated continued failure to correct all proviously identified account.	years from date of identification;	 LITP failure to substantially comply has affected the core requirements, such as delivery of services to students with disabilities or to arranged. 	effective general supervision and oversight; or	• LITP informed the State that it is unwilling to comply with the core requirements	ay be excluded. Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail
Use current Local	Determination Criteria and	Scoring Rubric		Use current Local	Determination Criteria and	Scoring Rubric		Use current Local	Determination Criteria and	Scoring Rubric		Use current Local Determination Criteria and	Scoring Rubric					*Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Dr. Clayton M. Wilcox Superintendent Washington County Board of Education 10435 Downsville Pike Hagerstown, MD 21740

Dear Dr. Wilcox:

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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Washington County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Washington County ITP 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. 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

Dr. Clayton M. Wilcox March 26, 2015 Page Two

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

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

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

Thank you for your hard work and commitment to excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of the Washington ITP 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. Trancykowski
Marcella E. Franczkowski, M.S.
Assistant State Superintendent

Division of Special Education/ Early Intervention Services

MEF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith Jeff Gladhill Mariam Robins Branch Chiefs

Washington County Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Washington County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Perform	rt C Annual SPP Performance Renort			
1	SPP/APR Indicators	ators		FFY 2013			Previo	Previous Results	
Res	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY	
			Target	Results	Met		2012	2011	
7	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	98.90%	Met	Data meet the State's target. No required action.	97.20%	98.60%	
3	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	77.42%	Met		81.69%	82.00%	_
ξ,	emotional skills	2. Exits within age expectations	65.12%	79.69%	Met		78.45%	70.90%	_
88	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	73.91%	Met		87.01%	76.80%	
3	and skills	2. Exits within age expectations	61.42%	75.00%	Met		81.03%	70.90%	
3C	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	80.53%	Met		83.96%	73.60%	
	behaviors	2. Exits within age expectations	56.92%	28.69%	Met		61.86%	27.00%	
44	Families who report EIS helped them know their rights	S helped them know	81.00%	93.50%	Met	Data meet the State's target. No required action.	94.50%	93.30%	ACCRECATE VINOLES
48	Families who report EIS helped them communicate their child's needs	S helped them Id's needs	79.00%	93.10%	Met	Data meet the State's target. No required action.	94.10%	93.30%	
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	91.90%	Met	Data meet the State's target. No required action.	92.20%	94.10%	
ιΩ	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.68%	Met	Data meet the State's target. No required action.	2.21%	1.62%	
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.43%	Met	Data meet the State's target. No required action.	3.51%	2.80%	

		Part C	Annual SPP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Res	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
н	Timely Delivery of IFSP Services	100%	100%	Met	Compliant. Verification activities indicate need for follow-up.	99.10%	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%
88	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%
38	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

5	develop and learn Child Find 0-1	
Э.		
6.	Child Find 0-3	
	Correction of Noncompliance	Data and Submission of Reports
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5A.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly 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:

3/14/15drr FINAL

- (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;
- o Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- o Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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. Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

		FFY 2	FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFV14	CCV1E	2004	1
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		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a. 4b. 4c. 5. &	3c551 3c552 4a 4h 4r 5 &	3cc1 3cc2 4 4 7c E 8
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	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Engineering	National Forest angles 101
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					mulcators 1, 7, 8a, 8b, of 8c.	Indicators 1, 7, 8a, 8b, or 8c.
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		timely and accurate manner.	timely and accurate manner	timely and accurate accurate		



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March 26, 2015

Dr. John Fredericksen Superintendent Wicomico County Board of Education P. O. Box 1538 Salisbury, MD 21802

Dear Dr. Fredericksen:

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 resultsbased 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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 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 (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Wicomico County ITP 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. 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

Dr. John Fredericksen March 26, 2015 Page Two

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 ITP to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

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

MEF/BMM/cc Attachments

c: Lillian M Lowery
Jack R. Smith
Bonnie L. Walston
Patricia Adkins
Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Wicomico County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	Performa	Part C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Comp	Compliance Indicator	State Target	Local Results	Target Met	Action Required	FFY 2012	FFY 2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%
VC	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	65.52%	Met		88.52%	84.10%
YC.	emotional skills	2. Exits within age expectations	65.12%	70.53%	Met		72.50%	64.90%
ac	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	70.77%	Met		87.69%	84.10%
90	and skills	2. Exits within age expectations	61.42%	58.95%	Not Met		69.14%	66.70%
26	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	71.01%	Not Met		82.81%	77.60%
76	behaviors	2. Exits within age expectations	%76.95	61.05%	Met		74.07%	%02.99
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	%05.96	Met	Data meet the State's target. No required action.	98.50%	93.40%
48	Families who report EIS helped them communicate their child's needs	S helped them ild's needs	79.00%	98.60%	Met	Data meet the State's target. No required action.	98.50%	91.30%
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	89.00%	98.60%	Met	Data meet the State's target. No required action.	97.00%	%00.96
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.49%	Not Met	Target not met. Improvement Plan required.	0.79%	2.13%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.92%	Not Met	Target not met. Improvement Plan required.	2.77%	3.41%

		Part C	Annual SPP	Performa	rt C Annual SPP Performance Report		STATE OF THE PARTY
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Resi	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
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%
88	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%
80	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%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
A. B.	Correction of Noncompliance		Data and Submission of Reports
Corr	rection of Noncompliance	Time	ly 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;
- o Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	_	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of		%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

her of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Four Five Six Seven (4) (5) (6) (7)						
r of Results Indic Vatural Environn	Four (4)						
Number of Natu	FFY <sfy> (Determination Year)</sfy>	2013 <2013-2014> (2015)	2014 <2014-2015> (2016)	2015 <2015-2016> (2017)	2016 <2016-2017> (2018)	2017 <2017-2018> (2019)	2018 <2018-2019> (2020)

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

			in igo i cipina and and and and and and and and and a	i objetie		
			Part C			
			FFY 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year		FFY13	FFY14	FFY15	FFY16	FFV17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	IITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	loost couon reculte indicatore
Farin	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1_3aSS2_3bSS1_3hSS2
- carry		3cS51, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3CSS1 3CSS2 4a 4b 4c 5 &
Childhood		(9)	(9)	(9)	(9)	6)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) hirth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	UTP demonstrated substantial	CITO domonstratore	TTP domestic to the driver
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	crit definitions dated substantial
	compliance indicators (1, 7, 8a	indicators (1 7 82 8h 8.8r)	indicators (1 7 02 04 0 02)	compilation in all compilation	compnance in all compnance	compilance in all compilance
	8h 8c 8.141	וותוכמנסוס (ד', ',' סמ', סט', מ סכ')	Huicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	סט, סט, מ דין					
(All targets are 100%)	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
(8000 - 1000 - 1000 - 1000	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

The state of the s	AND THE RESIDENCE AND THE PROPERTY OF THE PROP	mediate intensity and confidence and
	Use current Local	Maake Ramijromante
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
5		Four of Five Compliance Indicator bands
	Use current Local	Noods Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination	Use current Local	Noods Intervention
Critoria	Determination Criteria and	
Ciferia	Scoring Rubric	Zero of Two Results Indicator hands: and
		One of Five Compliance Indicator bands
-	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	• LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or many
		years from date of identification;
		 LITP 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
		• LITP informed the State that it is unwilling to comply with the core requirements

re state that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org Congratulations

March 26, 2015

Dr. Jerry B. Wilson Superintendent Worcester County Board of Education 6270 Worcester Highway Newark, MD 21841

Dear Dr. Wilson:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a resultsbased 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) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Worcester County Infants and Toddlers Program (ITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the Worcester County ITP 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. 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

Dr. Jerry B. Wilson March 26, 2015 Page Two

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

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

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

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

Sincerely,

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

sircella

MEF/BMM/cc Attachments

c: Lillian M Lowery
Jack R. Smith
Rae Record
Kathy Simon
Branch Chiefs

Annual Data on Part C State Performance Plan (SPP) Priority Indicators Worcester County Infants and Toddlers Program for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	rt C Annual SPP Performance Report			
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results	100
Resu	Results Indicator Comp	Compliance Indicator	State	Local	Target	Action Required	FFY	FFY	_
			Target	Results	Met		2012	2011	_
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	100%	Met	Data meet the State's target. No required action.	100%	100%	
V 00	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	87.50%	Met		63.64%	62.50%	
45	emotional skills	2. Exits within age expectations	65.12%	65.22%	Met		%29.99	77.40%	
90	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80'69	78.95%	Met		72.73%	94.40%	
2	and skills	2. Exits within age expectations	61.42%	52.17%	Not Met		61.11%	83.90%	
36	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	70.00%	Not Met		20.00%	76.20%	
3	behaviors	2. Exits within age expectations	56.92%	65.22%	Met		44.44%	83.90%	
4A	Families who report EIS helped them know their rights	S helped them know	81.00%	95.80%	Met	Data meet the State's target. No required action.	83.30%	94.10%	
48	Families who report EIS helped them communicate their child's needs	S helped them id's needs	%00.62	91.30%	Met	Data meet the State's target. No required action.	86.40%	100%	
4C	Families who report EIS helped them help their children develop and learn	S helped them help and learn	%00.68	100%	Met	Data meet the State's target. No required action.	86.40%	94.10%	
5	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.04%	Not Met	Target not met. Improvement Plan required.	1.36%	1.40%	CARLES AND A CONTRACTOR
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	2.23%	Not Met	Target not met. Improvement Plan required.	2.70%	2.92%	Control of the last of the las

		Part C /	Annual SPP	Performa	Part C Annual SPP Performance Report			-
	SPP/APR Indicators		FFY 2013		Action Bostins	Previou	Previous Results	_
S	Results Indicator Compliance Indicator	State	Local	Target	vedan ed	FFY	FFY	
	Timely Delivery of IECD Comires	rarger	Mesuits	Mer		7107	707	
LIVE I	micity Delivery of It's services	100%	100%	Met	Compliant. No required action.	100%	100%	_
	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%	
	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%	
	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%	
	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%	

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

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

2,50	Correction of Noncompliance	Data and Submission of Reports Timely and Accurate
	Correction of Noncompliance	Data and Culturiagion of Donoute
6.	Child Find 0-3	
5.	Child Find 0-1	
	develop and learn	

The following Part B indicators are included in assigning determinations:

7	Process		Compliance
5A.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance		Data and Submission of Reports
Corr	ection of Noncompliance	Time	ly and Accurate

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

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

- (1) Advise the public agency of available sources of technical assistance that may help to address the identified areas in which the public agency needs assistance;
- (2) Direct the use of federal funds, in accordance with 34 C.F.R. §300.604(a)(2), on the area or areas in which the public agency needs assistance; and/or
- (3) Identify the public agency as a high-risk grantee and impose special conditions on the public agency application for federal funds under the IDEA.

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

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

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

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

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

Framework for Assistance and Intervention

Needs Assistance

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

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

In collaboration with the MSDE, LSSs/LLAs will identify the type, amount, and frequency of assistance needed to address the specific needs. A wide variety of assistance is available. The MSDE is available to consult with LSSs/LLAs by telephone, fax, email, mail, or in-person. To

enable a LSS to improve performance and meet compliance available assistance may include, but is not limited to the MSDE assisting a LSS/LLA to:

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

Needs Intervention

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

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

- Mandatory review of the local school system's system of general supervision to include:
 - Local Self-Assessment of Performance and Compliance;
 - Policies, procedures, and effective practices, including the local school system's required documentation of implementation;

- Integrated Monitoring Activities;
- Fiscal Management;
- Data Processes and Results;
- Improvement, Correction, Incentives, and Sanctions;
- Effective Dispute Resolution; and
- Directed Targeted Assistance and Professional Development.
- Identification and prioritization of corrective actions based upon the analysis of their system
 of general supervision, needs and resources;
- Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;
- · MSDE prescribing the use of discretionary funds;
- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services' (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	1	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	2	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	1	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	1	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

2015 <2015-2016> (2017)	2014 <2014-2015> (2016)	2013 <2013-2014> (2015)	FFY <sfy> (Determination Year)</sfy>	Numbe /	
			Four (4)	Number of Results Indicators Required to Meet Requirements (of 11 Total Indicators) Natural Environments, Child Find, Child Outcomes, and Family Outcomes	Part C Gradua
			Five (5)	Required to Meet Re	Part C Graduated Results-Driven Accountability Plan
			Six (6)	equirements (of 11 To comes, and Family Ou	Accountability Pla
			Seven (7)	tal Indicators) Itcomes	an

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

<2017-2018> (2019)

<2016-2017>

2016

(2018)

2017

<2018-2019>

2018

(2020)

March 25, 2015

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program Part C

Determination Year	EEVID		FFY 2013 Local Determination Scoring Criteria	oring Criteria	
Determination real	77144	FFY13	FFY14	FFY15	FFY16
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Determination	March 2014	March 2015	March 2016	March 2017	March 1018
	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators
Early	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a5S1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,
шану		3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1 3cSS2 4a 4h 4c 5 8	35551 35552 da dh de 5
Childhood		6)	6)	6)	5C331, 3C332, 48, 40, 4C, 5, &
	Data for National Control		8)	6)	6)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Notice Environment
	significantly (< 81 0%) the	(Indicator 3) birth to 3 8 throat	(Indiana allement	Natural Elivironment	Natural Environment
	Significantly (> o1.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
	target	through 4*.	through 4*.	through 4*.	through 4*.
	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantia
	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)
Compliance	8b, 8c, & 14)				
(All targets are 100%)	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not below 90% in
Carrie and Green and worked	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	indicators 1, 7, 8a, 8b, or 8c.	Indicators 1 7 8a 8h or 8c
				managed at 1, and and at ac.	חומולמנטוס ב, י, סמ, סט, טו סנ.
	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
	noncompliance, including fiscal	noncompliance including	noncompliance including	incomment in the second	dentilled illights of
	noncompliance, including listed	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
	year of notification	one year of notification	one year of notification	one year of notification	one year of notification
	N/A	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner	timely and accurate manner	timely and accurate manner	

March 25, 2015

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

*Programs with 3 or le.						Determination	FOCAL					
*Programs with 3 or less children in Non-NE settings may be excluded.		Scoring Rubric	Use current Local Determination Criteria and		Scoring Rubric	Use current Local Determination Criteria and		Scoring Rubric	Use current Local Determination Criteria and		Scoring Rubric	Use current Local Determination Criteria and
lay be excluded. Indicator numbers correspond to State Performance Plan (SPD) please see the SPD for more datail	 LITP 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 LITP informed the State that it is unwilling to comply with the core requirements 	 LITP demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification; 	Need Substantial Intervention	One of Five Compliance Indicator bands	Zero of Two Results Indicator bands; and	Needs Intervention	Three of Five Compliance Indicator bands	One of Two Results Indicator bands; and	Needs Assistance	Four of Five Compliance Indicator bands	Two of Two Results Indicator bands; and	Meets Requirements

spond to State Performance Plan (SPP). Please see the SPP for more detail.

Lillian M. Lowery, Ed.D. State Superintendent of Schools



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

March 26, 2015

Dr. Leana Wen Health Commissioner Baltimore City 1001 E. Fayette Street Baltimore, MD 21202

Dear Dr. Wen:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local Infants and Toddlers Program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local Infants and Toddler's Program performance in meeting the State's targets for Federal Fiscal Year (FFY) 2013 (2013-2014). Attached please find the FFY 2013 Determination Overview that identifies the Part C Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduated Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part C Indicators provides a three-year data analysis and required actions for the Baltimore City Infants and Toddlers Program (BITP). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the BITP has achieved the determination status of "Needs Assistance, Year Three."

For the last three (3) consecutive years, the BITP has been assigned a determination status of "Needs Assistance." Historically, this represents inconsistent performance and a challenge to sustain targets met. This ongoing need for assistance requires that the BITP and the DSE/EIS jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The BITP staff will be required to meet with the DSE/EIS personnel to identify the necessary actions, technical assistance, and through a jointly developed a plan to assist the BITP to "Meet Requirements." Dr. Brian Morrison, Program Director, Maryland Infants and Toddlers Program, will be contacting Charles Baugh, Director of Early Intervention Services, BITP to identify a date and time for this meeting.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. 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



Dr. Leana Wen March 26, 2015 Page Two

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

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

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

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

Sincerely,

Marcella E. Franczkowski, M.S.

Assistant State Superintendent Division of Special Education/

Early Intervention Services

MF/BMM/cc Attachments

c: Lillian M Lowery Jack R. Smith

> Charles Baugh Branch Chiefs

Baltimore City Annual Data Rpt FFY 2013

Annual Data on Part C State Performance Plan (SPP) Priority Indicators **Baltimore City Infants and Toddlers Program** for the Period July 1, 2013 - June 30, 2014

			Part C	Annual SP	P Performa	rt C Annual SPP Performance Report		
	SPP/APR Indicators	ators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	oliance Indicator	State	Local	Target	Action Required	FFY	FFY
			Target	Results	Met		2012	2011
2	Infants and Toddlers with IFSPs who receive services in natural environments	vith IFSPs who ural environments	92.00%	97.1%	Met	Data meet the State's target. No required action.	96.20%	97.50%
ě	Birth - 4 Outcomes: Use of social –	1. Exits with substantial growth	64.23%	53.02%	Not Met		57.71%	58.00%
SA A	emotional skills	2. Exits within age expectations	65.12%	60.17%	Not Met		59.47%	55.30%
6	Birth - 4 Outcomes: Use of knowledge	1. Exits with substantial growth	%80.69	44.41%	Not Met		44.98%	50.00%
25 25	and skills	2. Exits within age expectations	61.42%	35.33%	Not Met		37.62%	40.70%
76	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	72.98%	55.59%	Not Met		51.60%	57.10%
76	behaviors	2. Exits within age expectations	56.92%	42.17%	Not Met		38.16%	20.90%
4A	Families who report EIS helped them know their rights	IS helped them know	81.0%	%9.96	Met	Data meet the State's target. No required action.	97.0%	%08.30%
48	Families who report EIS helped them communicate their child's needs	IS helped them ild's needs	79.0%	%5'96	Met	Data meet the State's target. No required action.	%06.96	95.10%
4C	Families who report EIS helped them help their children develop and learn	IS helped them help and learn	89.0%	96.3%	Met	Data meet the State's target. No required action.	98.00%	%06:96
ın	Children birth to one served as a percentage of the population birth to one	erved as a ulation birth to one	1.50%	1.60%	Met	Data meet the State's target. No required action.	1.78%	1.53%
9	Children birth to three served as a percentage of the population birth to 3	served as a ulation birth to 3	3.00%	3.22%	Met	Data meet the State's target. No required action.	3.09%	3.24%
1	Timely Delivery of IFSP Services	P Services	100%	91.87%	Not Met	Correction of noncompliance must	92.80%	94.90%

		Part C/	Annual SPP	Performa	Part C Annual SPP Performance Report		THE REAL PROPERTY.
	SPP/APR Indicators		FFY 2013			Previou	Previous Results
Rest	Results Indicator Compliance Indicator	State	Local	Target	Action Required	FFY	FFY
		Target	Results	Met		2012	2011
					occur.		
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral	100%	98.86%	Not Met	Correction of noncompliance must occur.	91.50%	96.40%
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%
88	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%
80	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%	99.63%	Not Met	Correction of noncompliance must occur.	99.30%	100%
	Correction of Noncompliance	100%	100%	Met	Compliant. No required action.	100%	97.70%

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

FFY 2013 Determination Overview Part C & Part B July 1, 2013 – June 30, 2014

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 2015.

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, 2015.

The following Part C indicators are included in assigning determinations:

	Results		Compliance
4A. 4B.	Acquisition and Use of Knowledge and Skills Use of Appropriate Behaviors Family Survey – Know their rights	1. 7. 8A. 8B. 8C.	Timely Services 45 Day Timeline Transition – Transition Outcomes Transition – Notification to LSS 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
Cor	rection of Noncompliance	Timely and Accurate

The following Part B indicators are included in assigning determinations:

	Process		Compliance
5Λ.	LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day;	4B.	Suspension/Expulsion – Significant Discrepancy Disaggregated by
5B	LRE for Students Ages 6-21 – Inside the		Race/Ethnicity
	regular class less than 40% of the day;	9.	Disproportionate Representation
	and		Disaggregated by Race/Ethnicity
5C	LRE for Students Ages 6-21 – In separate	10.	Disproportionate Representation
	schools, residential facilities, or		Disaggregated by Race/Ethnicity and
	homebound/hospital placements.		Disability
4A	Suspension/Expulsion - Significant	11.	Initial Evaluation Timeline
	Discrepancy in Single or Multiple	12.	Part C to B Transition
	Suspensions/Expulsions > than 10 days.	13.	Secondary Transition
8A	Preschool Parent Survey; or		
8B	School Age Parent Survey.		
	Correction of Noncompliance	***	Data and Submission of Reports
Corr	ection of Noncompliance	Time	ely 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;

o Improvement, Correction, Incentives, and Sanctions;

Effective Dispute Resolution; and

Directed Targeted Assistance and Professional Development.

Identification and prioritization of corrective actions based upon the analysis of their system
of general supervision, needs and resources;

 Development and implementation of required Corrective Action Plans with required timelines for submission, provision of evidence and data to demonstrate progress and correction as soon as possible but in no case later than one year;

· MSDE prescribing the use of discretionary funds;

- Identification of a local school system as a high risk grantee if a local school system is in the category of Needs Intervention for 2 years;
- · Required quarterly reporting on status of correction of noncompliance

Needs Substantial Intervention

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

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

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

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

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

with the DSE/EIS Strategic Plan: Moving Maryland Forward and with the Annual Performance Report (APR) submitted to the Office developed one set of baselines and targets that are inclusive of children who receive services from birth to three, as well as children ananimously 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 of Special Education Programs (OSEP) on February 1, 2015. Baseline and Target Data for FFY 2013 to FFY 2018 are as follows: As part of the results-driven accountability system, the Division of Special Education/Early Intervention Services (DSE/EIS) has who receive services through an Extended IFSP. The decision to examine child outcomes as one group independent of age was

Child Outcome Indicator	Summary	Baseline	Target	Target	Target	Target	Target
	Statement*	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	-	64.23%	64.23%	65.23%	66.23%	67.23%	68.23%
Skills	7	65.12%	65.12%	65.62%	66.12%	66.62%	67.12%
Acquisition and Use of	-	%80.69	%80.69	70.08%	71.08%	72.08%	73.08%
Knowledge & Skills	2	61.42%	61.42%	61.92%	62.42%	62.92%	63.42%
Use of Appropriate Behavior	П	72.98%	72.98%	73.98%	74.98%	75.98%	76.98%
to Meet Their Needs	2	56.92%	26.92%	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.

Division of Special Education/Early Intervention Services Part C Graduated Results-Driven Accountability Plan

FFY	Four (4)	Five (5)	Six (6)	Seven (7)	
2016 2016 <2016-2017> (2018) 2017 <2017-2018> (2019) 2018					

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

Early Childhood

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Maryland Infants and Toddlers Program

			Part C			
The state of the s		E 722	Carolina in the Carolina in th	一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一		
Designation of the Park	4 97544		rry 2013 Local Determination Scoring Criteria	oring Criteria		
Determination Year	FFY12	FFY13	FFY14	FFY15	FFY16	FFY17
Data Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Determination	March 2014	March 2015	March 2016	March 2017	March 1018	March 2019
5	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at	LITP met State targets for at
le	least four results indicators (2,	least four results indicators	least five results indicators	least six results indicators	least seven results indicators	least seven results indicators
Farly 4a	4a, 4b, 4c, 5, & 6)	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a5S1, 3a5S2, 3bSS1, 3bSS2,	(3aSS1, 3aSS2, 3bSS1, 3bSS2,	(3a5S1, 3a5S2, 3b5S1, 3b5S2,
1 1 10		3c551, 3c552, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &	3cSS1, 3cSS2, 4a, 4b, 4c, 5, &
Childhood		(9)	(9)	(9)	(9)	(9)
Results	Data for Natural Environments	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for	LITP met State target for
u)	(Indicator 2) data is not	Natural Environment	Natural Environment	Natural Environment	Natural Environment	Natural Environment
Sig	significantly (≤ 81.0%) the	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three	(Indicator 2) birth to 3 & three
tai	target	through 4*.	through 4*.	through 4*.	through 4*.	through 4*.
5	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial	LITP demonstrated substantial
00	compliance in at least five	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance	compliance in all compliance
000	compliance indicators (1, 7, 8a,	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1, 7, 8a, 8b, & 8c)	indicators (1 7 8a 8h & 8c)	indicators (1 7 83 84 8 8c)
Compliance 8b,	8b, 8c, & 14)				להם אל להם להם להם להם המה המה הם להם הם להם הם להם הם להם הם להם הם להם ל	וומנפנסופ (ד' י' ספ' סס' מ סר)
	LITP is not below 85% in	LITP is not below 85% in	LITP is not below 90% in	LITP is not below 90% in	LITP is not helow 90% in	ITD is not helow 90% in
(All targets are 100%) Ind	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1, 7, 8a, 8b, or 8c.	Indicators 1. 7. 8a. 8b. or 8c	Indicators 1 7 8a 8b or 8c	Indicators 1 7 82 8b or 8c
				30 10 (20 fp. / / T 110 p	midicators 1, 7, od, ob, or oc.	indicators 1, 7, 84, 60, of 60.
<u> </u>	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full	LITP demonstrated full
100	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least	compliance (100%) in at least
- tw	two compliance indicators	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1,	two compliance indicators (1.
		7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)	7, 8a, 8b, & 8c)
5 :	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously	LITP corrected all previously
Ide	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of	identified findings of
lou -	noncompliance, including fiscal	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including	noncompliance, including
lou	noncompliance, within one	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within	fiscal noncompliance, within
yea	year of notification	one year of notification	one year of notification	one year of notification	one year of notification	one year of notification
N/A	4	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a	LITP submitted all data in a
		timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.	timely and accurate manner.

Maryland State Department of Education Division of Special Education/Early Intervention Services Maryland Infants and Toddlers Program

The latest of the same of the	Population and the second seco	
	Use current Local	Meets Requirements
	Determination Criteria and	
	Scoring Rubric	Two of Two Results Indicator bands; and
		Four of Five Compliance Indicator bands
	Use current Local	Needs Assistance
	Determination Criteria and	
	Scoring Rubric	One of Two Results Indicator bands; and
Local		Three of Five Compliance Indicator bands
Determination Use current Local	Use current Local	Needs Intervention
Circle Co.	Determination Criteria and	
Cleria	Scoring Rubric	Zero of Two Results Indicator bands; and
		One of Five Compliance Indicator bands
	Use current Local	Need Substantial Intervention
	Determination Criteria and	
	Scoring Rubric	 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 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
		 LITP informed the State that it is unwilling to comply with the core requirements.

Indicator numbers correspond to State Performance Plan (SPP). Please see the SPP for more detail. *Programs with 3 or less children in Non-NE settings may be excluded.