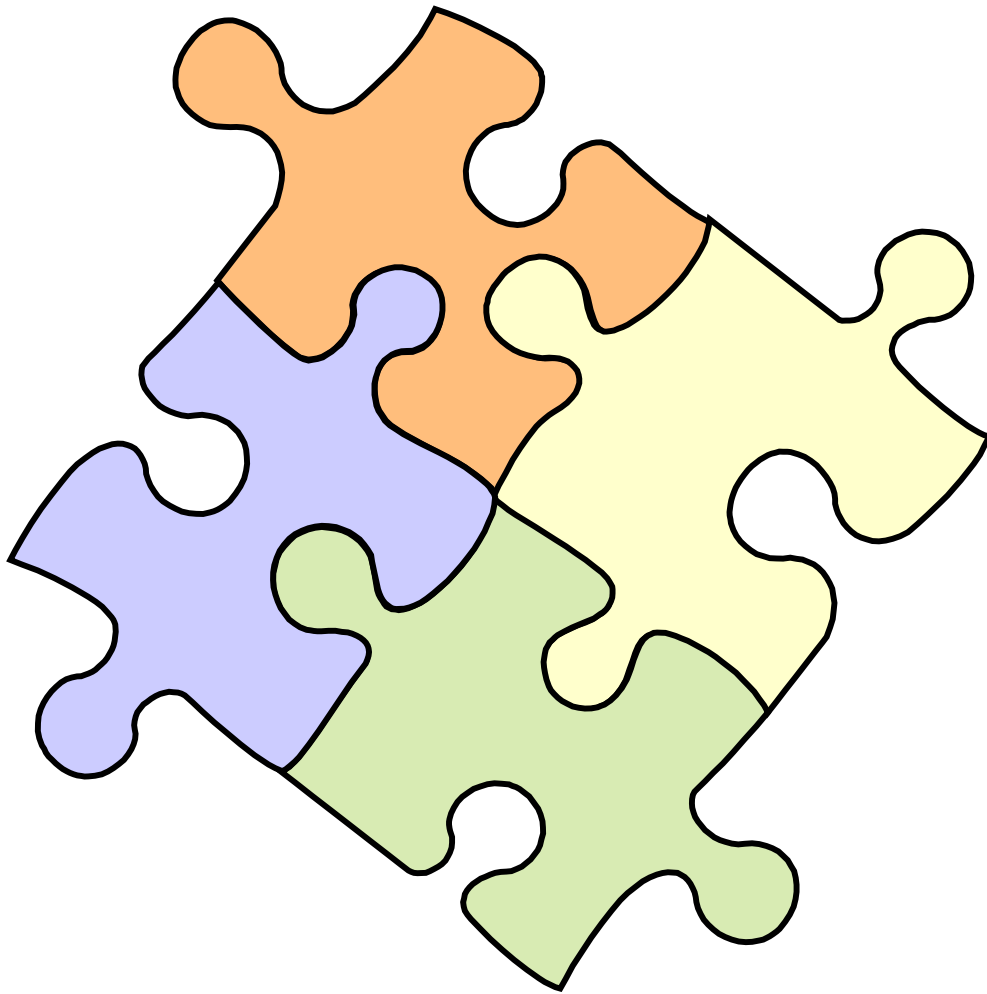


MARYLAND
STATE PERFORMANCE PLAN
Part C and Part B
2005 - 2011



Maryland State Department of Education
Division Of Special Education/Early Intervention Services
March 2006

Maryland State Performance Plan

Maryland State Department of Education
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Executive Summary

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 added a new requirement for Maryland to develop and submit a State Performance Plan (SPP) for IDEA Part C services for children, birth through age two years old, and their families and IDEA Part B services to children with disabilities, ages three through 21 years old, to the United States Department of Education, Office of Special Education Programs (OSEP) no later than December 2, 2005. The purpose of the SPP is to enable OSEP and the Maryland State Department of Education (MSDE) to monitor and enforce the implementation of the IDEA Part C and Part B through general supervisory oversight responsibilities and the performance of local Infants and Toddlers Programs (LITPs) and public agencies on the respective SPP indicators [20 U.S.C. §1416(a)(1)(A) and (B)].

OSEP will use Maryland's IDEA Part C SPP and IDEA Part B SPP to evaluate the State's implementation of IDEA and efforts to improve performance [20 U.S.C. §1416(b)]. In turn, MSDE is required to monitor LITPs and public agencies responsible for the provision of early intervention services to infants and toddlers with disabilities and their families and special education services to students with disabilities to enforce the implementation of IDEA [20 U.S.C. §1416(a)]. The ultimate goal of IDEA is to improve the educational results and functional outcomes for all infants and toddlers, children, and youth with disabilities under IDEA in order to ensure the provision of early intervention services and a free appropriate public education (FAPE) designed to meet the unique needs of infants, toddlers, children, youth, and their families to prepare our children and youth for further education, employment, and independent living [20 U.S.C. §1401(d)]. OSEP developed a set of quantifiable indicators for both Part C and Part B to measure the performance of states in their efforts to accomplish this goal [20U.S.C. §1416(b)(2)].

Part C Indicators – Maryland Infants and Toddlers Program

The two priority areas and SPP indicators for IDEA Part C are as follows:

- I. Early Intervention Services in Natural Environments
 1. Receipt of Early Intervention Services in a Timely Manner
 2. Receipt of Early Intervention Services in the Home or Programs for Typically Developing Children.
 3. Demonstration of Improved:
 - A. Positive social-emotional skills (including social relationships);

- B. Acquisition and use of knowledge and skills (including early language/communication); and
 - C. Use of appropriate behaviors to meet their needs.
4. Demonstration of Family Participation and Benefit:
- A. Families know their rights;
 - B. Effectively communicate their children's needs; and
 - C. Help their children develop and learn.

II. Effective General Supervision

- 5. Child Find: Birth to age one
- 6. Child Find: Birth to age three
- 7. Evaluation. Assessment and an Initial IFSP Meeting within 45-day Timeline.
- 8. Timely Transition Planning to Support the Child's Transition to Preschool and other Appropriate Community Services
- 9. Effective General Supervisory System
- 10. Timely Resolution of Written Complaints
- 11. Timely Resolution of Due Process Hearings
- 12. Resolution Sessions
- 13. Mediation Agreements
- 14. Timely and Accurate Data Submissions

Part B Indicators – Students with Disabilities, Ages Three – 21 Years Old

The three priority areas and SPP indicators for IDEA Part B are as follows:

I. Provision of a Free Appropriate Public Education in the Least Restrictive Environment

- 1. Graduation of Students with Disabilities with a Regular High School Diploma
- 2. Dropout of Students with Disabilities
- 3. Participation and Performance of Students with Disabilities on Statewide Assessments
- 4. Suspension and Expulsion of Students with Disabilities
- 5. Provision of Services to Students, ages 6 – 21, in the Least Restrictive Environment
- 6. Provision of Services to Preschool Students with Disabilities, ages 3 – 5, in Settings Designed for Typical Peers
- 7. Improved Results for Preschool Students with Disabilities
- 8. Parent Involvement

II. Disproportionality

- 9. Disproportionate Ethnic/Racial Representation in Special Education and Related Services as a result of Inappropriate Identification
- 10. Disproportionate Ethnic/Racial Representation by Specific Disability Categories as a result of Inappropriate Identification

III. Effective General Supervision

11. Child Find
12. Transition from IDEA Part C to IDEA Part B by Age Three
13. Secondary Transition Goals and Services to Meet Post-Secondary Goals
14. Post- Secondary Outcomes One Year Following High School
15. Effective General Supervisory Systems
16. Timely Resolution of Written Complaints
17. Timely Resolution of Due Process Hearings
18. Resolution Sessions
19. Mediations
20. Timely and Accurate Data Submissions.

State Performance Report Development

MSDE is required to establish measurable and rigorous targets for each Part C and Part B indicator within their respective priority areas. The targets are to be used to analyze the performance of LITPs and public agencies in implementing IDEA Part C or IDEA Part B [20 U.S.C.§1416(b)(2)(A) and (C)]. MSDE is required to make the Part C and Part B SPP and the Annual Performance Reports (APRs) available through public means, including posting the SPPs and subsequent APRs on the MSDE website, and distribute information to the media, public agencies, and LITPs. MSDE is also required to report to the public on the performance of each LITP and public agency on the targets of the Part C SPP and Part B SPP following the submission of the Part C and Part B APRs, beginning in February 2007.

The conference report to HR 1350 includes Congress' expectation that the State's SPP indicators and targets be developed with broad stakeholder input and public dissemination. For IDEA Part C, the MITP staff in the MSDE, Division of Special Education/Early Intervention Services developed the Part C SPP in collaboration with the State Interagency Coordinating Council (SICC) and representatives of LITPs.

In developing the Part B SPP, staff members from across the six branches of the Division of Special Education/Early Intervention Services were assigned lead responsibility for 20 internal teams to correspond to the 20 Part B SPP indicators. Each team was expected to gather, analyze and interpret the data, and review available information regarding potential issues related to policies, procedures, and practices that may influence or explain the data. Draft information and data sources for each SPP indicator were developed for presentation to the following stakeholder groups:

- Special Education State Advisory Committee (SESAC)
- Local Directors of Special Education
- IDEA Partnership Team
- State Interagency Coordinating Council (SICC) [Indicators # 6, 7, 8, and 12].

In October 2005, as part of the annual Early Intervention/ Special Education Leadership Conference, MSDE provided a comprehensive overview of the Part C and Part B SPP to LITP Directors, local directors of special education, SESAC members, SICC members, and guests. The presentation outlined the IDEA 2004 requirement and the role of local early intervention systems and public agencies to publicly report on the performance of each local early intervention system and public agency annually.

Summary

MSDE is committed to effectively reporting and disseminating the SPP to local superintendents of schools, local directors of special education in each public agency, local directors of LITPs, Parents' Place of Maryland, Inc., Families Involved Together, Inc., SICC members, SESAC members, IDEA Partnership Team members, and the public as required by law. Additionally, the SPP will be posted on the MSDE Web site and annual presentations regarding the performance of the State and its public agencies on SPP targets will occur at State leadership meetings.