



Karen B. Salmon, Ph.D.
State Superintendent of Schools

June 4, 2020

Ms. Patricia Richardson
Director of Special Education
SEED School of Maryland
200 Font Hill Avenue
Baltimore, MD 21223

Dear Ms. Richardson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the SEED School of Maryland has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2018 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2018 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2018 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2018 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to local school systems).

The DEI/SES continues to recognize and value the commitment and delivery of high quality services implemented by each local school system. For the FFY 2018 local determinations, data were collected from July 1, 2018 to June 30, 2019. While these local determinations reflect program performance prior to the COVID-19 pandemic, the required local program responsive actions will be implemented during the recovery period. With the new need to support pandemic recovery efforts, the DEI/SES has revisited the previously disseminated determination criteria and has readjusted. For FFY 2018, disproportionality indicators (4A, 4B, 9, and 10) were not included in the determination criteria as previously identified in FFY 2017. Local school system response to poor performance on these indicators is already occurring through the Comprehensive Coordinated Early Intervening Services (CCEIS) process. It is anticipated that the FFY 2019 criteria will include these indicators.

Ms. Patricia Richardson
June 4, 2020
Page Two

To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the SEED School of Maryland has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. 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 with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

Thank you for your hard work and commitment to equity and efficiency for excellence. The MSDE is committed to supporting the efforts of the SEED School of Maryland to improve results for children and youth 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 Early Intervention
and Special Education Services

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Deborah Grinnage-Pulley
Branch Chiefs