

**Wicomico County**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2018 – June 30, 2019**

FFY 2018 (SFY 2019) Part B Indicators								
SPP/APR Indicators <span style="background-color: yellow;">■</span> Results Indicator <span style="background-color: lightblue;">■</span> Compliance Indicator		FFY 2018			Action Required	Previous Results		
		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018)	≥ 70.38%	52.22%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 86.13%.	57.78%	54.37%	
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018)	≤ 2.55%	3.64%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 2.73%.	4.79%	3.40%	
	COMAR 13A.08.01.07							
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA				
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.88%	Met	Target met. No further action required.	98.20%	98.50%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.88%	Met			

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Results Indicator	Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥20.71%	13.14%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results.	18.33%	25.47%
			Reading	≥23.39%	7.30%	Not Met		10.00%	14.29%
		4	Mathematics	≥20.36%	13.81%	Not Met		16.67%	12.59%
			Reading	≥25.89%	9.39%	Not Met		11.67%	9.15%
		5	Mathematics	≥23.06%	10.78%	Not Met		8.45%	6.85%
			Reading	≥28.39%	10.18%	Not Met		3.47%	5.48%
		6	Mathematics	≥24.76%	6.00%	Not Met		8.15%	4.92%
			Reading	≥30.89%	6.04%	Not Met		8.09%	5.83%
		7	Mathematics	≥26.46%	4.86%	Not Met		7.50%	10.48%
			Reading	≥33.39%	4.86%	Not Met		7.50%	8.80%
		8	Mathematics	≥28.16%	7.26%	Not Met		9.73%	6.56%
			Reading	≥35.89%	5.65%	Not Met		9.73%	4.03%
		HS	Mathematics	≥56.10%	6.35%	Not Met		8.93%	31.17%
			Reading	≥50.54%	3.23%	Not Met		7.02%	7.89%
COMAR 13A.05.11.05 COMAR 13A.03.06.05									

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		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016
4A	<p>Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</p> <ul style="list-style-type: none"> <li>□ Discrepancy exists in the category Cell size <math>\geq 5</math> N-size is <math>\geq 20</math></li> <li>* Cell size &lt; 5 or N size is &lt; 20</li> <li>--*-- No suspension of disabled or nondisabled students</li> </ul> <p>COMAR 13A.08.03.03</p>	$\leq 2.00$	0.76	Met	<p><b>Disproportionality</b> in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p>	1.05	1.14*
	<p>Single suspensions (&gt; 10 days): Disabled vs. nondisabled</p> <ul style="list-style-type: none"> <li>□ Discrepancy exists in the category Cell size <math>\geq 5</math> N-size is <math>\geq 20</math></li> <li>* Cell size &lt; 5 or N size is &lt; 20</li> <li>--*-- No suspension of disabled or nondisabled students</li> </ul> <p>COMAR 13A.08.03.03</p>	$\leq 2.00$	*	Met	<p><b>Disproportionality</b> in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p>	*	0.00

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		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
5A	Students aged 6-21 whose LRE is $\geq$ 80% of the day (MD SSIS LRE A)	$\geq$ 70.90%	79.37%	Met	Target met. No further action required.	78.52%	77.52%	
	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is $\leq$ 40% of the day (MD SSIS LRE C)	$\leq$ 10.76%	10.54%	Met	Target met. No further action required.	11.49%	12.63%	
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq$ 5.44%	0.25%	Met	Target met. No further action required.	0.19%	0.87%	
	COMAR 13A.05.01.10 COMAR 13A.05.01.16							
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	$\geq$ 65.10%	86.71%	Met	Target met. No further action required.	83.55%	61.24%	
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class	$\leq$ 17.90%	0.00%	Met	Target met. No further action required.	0.00%	0.00%	
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	$\geq$ 68.78%	72.73%	Met	Target met. No further action required.	68.18%	0.00%
		2. Exits within age expectations	$\geq$ 53.00%	45.95%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	40.74%	66.67%
	COMAR 13A.13.01.09							

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		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills  COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.37%	72.41%	Met	Target met. No further action required.	77.27%	66.67%
		2. Exits within age expectations	≥51.12%	43.24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	37.04%	83.33%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.  COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	88.46%	Met	Target met. No further action required.	65.00%	50.00%
		2. Exits within age expectations	≥59.48%	59.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.85%	83.33%
8	Parent Survey  * Less than 10 survey responses	Age 3-5	≥85.00%	*	NA	Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate.	*	82.00%
		Age 6-21	≥72.00%	77.00%	Met	Target met. No further action required.	70.00%	70.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:  COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥27.00%	13.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	Small cell size	20.24%
		B. Higher ED or employed w/in 1 year of leaving HS	≥53.00%	59.00%	Met	Target met. No further action required.	Small cell size	64.29%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥59.00%	59.00%	Met	Target met. No further action required.	Small cell size	75.00%

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Results Indicator	Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	<b>Disproportionality</b> in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	--	0.00	
		Asian	< 2.00	--	Met		--	0.00	
		Black/African American	< 2.00	2.72	Not Met		4.86	2.00*	
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--	--*--	
		* Cell size < 5 or N size is < 20	White	< 2.00	--		Met	--	0.14
		--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--		Met	--	0.86
			Hispanic/Latino	< 2.00	--		Met	--	0.00
COMAR 13A.08.01.21									

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Results Indicator	Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016	
9 (Ages 6-21)	<p>Disproportionate representation (<math>\geq 2.0</math>) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>☐ Discrepancy exists in the category Cell size <math>\geq 5</math> N-size is <math>\geq 20</math></p> <p>* Cell size <math>&lt; 5</math> or N size is <math>&lt; 20</math></p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	0.64	Met	<p><b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p>	0.62	0.46
		<i>Asian</i>	< 2.00	0.24	Met		0.28	0.30
		<i>Black/African American</i>	< 2.00	1.41	Met		1.38	1.52
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		--	0.00
		<i>White</i>	< 2.00	0.88	Met		0.90	0.87
		<i>2 or more races</i>	< 2.00	0.97	Met		0.95	0.99
		<i>Hispanic/Latino</i>	< 2.00	0.76	Met		0.75	0.83

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FFY 2018 <sup>1</sup> (SFY 2019) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<input type="checkbox"/> Compliance Indicator									
10	FFY 2016 results: Disproportionate representation ( $\geq 2.0$ ) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	--	<b>Disproportionality</b> for Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.  Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.
		Asian	--	--	--	--	--	1.34	
		Black/African American	1.50	1.81	2.87	0.93	1.57	0.86	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
	<input type="checkbox"/> Discrepancy exists in the category Cell size $\geq 5$ N-size is $\geq 20$	White	0.71	0.75	0.55	1.15	0.87	1.19	
	* Cell size $< 5$ or N size is $< 20$	2 or more races	0.91	0.76	--	1.35	1.01	1.12	
		Hispanic/Latino	0.99	0.69	--	0.90	0.52	0.78	
	COMAR 13A.08.01.21								

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Results Indicator	Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2017	FFY 2016
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days  COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday  COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements  COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2018			Action Required	Previous Results	
 Results Indicator  Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	FFY 2017		FFY 2016	
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	2	1
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	1
	Number of State findings from State complaints corrected in a timely manner.	NA	0	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	NA	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Special education early childhood suspension incidents; Prekindergarten to 2 <sup>nd</sup> Grade	NA	0	NA	No further action required.	9	45

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	General Education early childhood suspension incidents; Prekindergarten to 2 <sup>nd</sup> Grade	NA	8	NA	No further action required.	8	189
	Special Education Kindergarten Readiness Assessment Data	NA	24%	NA	A gap of 21 percentage points exists between special education and general education students.	21%	21%