March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Allegany County Public Schools (ACPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the ACPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:  Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Sheree Witt
    Branch Chiefs
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:

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

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The following Part B indicators are included in assigning determinations:

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

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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at least none of the following seven (7) results indicators (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

**Compliance Indicators**
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

**Timely and Accurate Data**
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

**OR**

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

**OR**

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Allegany County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>State Target 59.19% 6.67%</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate data based on SY 12-13)</td>
<td>State Target 4.95% 5.34%</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading Not Met</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>State Target ≥ 95% Yes</td>
<td>Met</td>
<td>Data meets the State target. No required action.</td>
</tr>
<tr>
<td>3 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 70.34%</td>
<td>Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>4 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 69.63%</td>
<td>Met</td>
<td>73.91% 72.50%</td>
</tr>
<tr>
<td>5 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 52.76%</td>
<td>Not Met</td>
<td>83.20% 82.61%</td>
</tr>
<tr>
<td>6 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 42.11%</td>
<td>Not Met</td>
<td>56.07% 83.16%</td>
</tr>
<tr>
<td>7 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 38.75%</td>
<td>Not Met</td>
<td>81.31% 74.74%</td>
</tr>
<tr>
<td>8 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 32.35%</td>
<td>Not Met</td>
<td>53.66% 59.76%</td>
</tr>
<tr>
<td>9 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 17.00%</td>
<td>Not Met</td>
<td>62.65% 65.43%</td>
</tr>
<tr>
<td>10 Mathematics: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% 23.08%</td>
<td>Not Met</td>
<td>51.39% 58.33%</td>
</tr>
</tbody>
</table>

Allegany Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FFY 2013</td>
<td>Target</td>
<td>Local Results</td>
</tr>
<tr>
<td>4A Multiple suspensions ( &gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>1.05</td>
<td>Met</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>83.65%</td>
<td>Met</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>7.76%</td>
<td>Met</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>6.03%</td>
<td>Met</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>85.21%</td>
<td>Met</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>1.41%</td>
<td>Met</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>32.26%</td>
<td>Not Met</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>66.40%</td>
<td>61.82%</td>
<td>Not Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.00%</td>
<td>55.26%</td>
<td>Not Met</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>55.70%</td>
<td>56.36%</td>
<td>Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>35.48%</td>
<td>Not Met</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>64.10%</td>
<td>54.55%</td>
<td>Not Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>51.00% Met</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39.00%</td>
<td>51.00%</td>
<td>Met</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>21.62% Not Met</td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>55.41% Not Met</td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allegany Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>FFY 2013</td>
<td><strong>Target Met</strong></td>
<td><strong>FFY 2012</strong></td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>State</td>
<td>Local</td>
<td></td>
</tr>
<tr>
<td><strong>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</strong></td>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.17</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</strong></td>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>1.37</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.48</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>1.11</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.77</td>
</tr>
<tr>
<td><strong>Disproportionate representation exits in the category.</strong></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>N size is &lt; 30</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Not Met</strong></td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>97.18%</td>
<td>Not Met</td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation ( \geq 2.0 ) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>2.39*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.70*</td>
</tr>
<tr>
<td>Disproportionate representation exists</td>
<td>Asian</td>
<td>0.00</td>
<td>0.67</td>
<td>0.00</td>
<td>0.00</td>
<td>5.28*</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.94</td>
<td>1.04</td>
<td>4.65*</td>
<td>0.64</td>
<td>0.41</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.53</td>
<td>1.11</td>
<td>0.48</td>
<td>1.55</td>
<td>1.65</td>
<td>0.90</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.47</td>
<td>0.90</td>
<td>0.66</td>
<td>1.42</td>
<td>0.42</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.57</td>
<td>0.83</td>
<td>0.00</td>
<td>1.26</td>
<td>0.00</td>
<td>0.69</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation ( \geq 2.0 ) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.94</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.31*</td>
</tr>
<tr>
<td>Disproportionate representation exists</td>
<td>Asian</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>0.58</td>
<td>6.05*</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.60</td>
<td>0.96</td>
<td>3.82*</td>
<td>0.70</td>
<td>0.40</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.59</td>
<td>1.15</td>
<td>0.37</td>
<td>1.50</td>
<td>1.45</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>1.08</td>
<td>0.74</td>
<td>0.27</td>
<td>1.79</td>
<td>0.51</td>
<td>1.29</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.65</td>
<td>0.93</td>
<td>0.77</td>
<td>0.73</td>
<td>0.00</td>
<td>0.82</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allegany Co. Annual Data Rpt FFY 2013
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Anne Arundel County Public Schools (AACPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the AACPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Bobbi Pedrick
   Branch Chiefs
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:

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

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develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Process</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A. LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; and 5B. LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day;</td>
<td>4B. Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity</td>
</tr>
<tr>
<td>5C. LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.</td>
<td>9. Disproportionate Representation Disaggregated by Race/Ethnicity</td>
</tr>
<tr>
<td>4A. Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions &gt; than 10 days.</td>
<td>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability</td>
</tr>
<tr>
<td>8A. Preschool Parent Survey; or 8B. School Age Parent Survey.</td>
<td>11. Initial Evaluation Timeline</td>
</tr>
</tbody>
</table>

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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
<td>FFY 2012</td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td><strong>State Target</strong></td>
<td><strong>4 Year Cohort (ESEA lag data based on SY 12-13)</strong></td>
<td><strong>Data does not meet the State's target. Continue to implement Master Plan Improvement Strategies.</strong></td>
</tr>
<tr>
<td><strong>Students with IEPs dropping out (Option 2)</strong></td>
<td><strong>5.70%</strong></td>
<td><strong>Not Met</strong></td>
<td><strong>60.09%</strong></td>
</tr>
<tr>
<td><strong>Students with IEPs graduating with a regular diploma</strong></td>
<td><strong>≥59.19%</strong></td>
<td><strong>53.75%</strong></td>
<td><strong>60.09%</strong></td>
</tr>
<tr>
<td><strong>State Assessment: AMO for Reading</strong></td>
<td><strong>AMO for Reading</strong></td>
<td><strong>Not Met</strong></td>
<td><strong>Data does not meet the State's target. Continue to implement Master Plan Improvement Strategies.</strong></td>
</tr>
<tr>
<td><strong>AMO for math</strong></td>
<td><strong>Not Met</strong></td>
<td><strong>Not Met</strong></td>
<td><strong>Not Met</strong></td>
</tr>
<tr>
<td><strong>State Assessment: Participation rates of IEP students in all grades in the LEA</strong></td>
<td><strong>≥95%</strong></td>
<td><strong>Yes</strong></td>
<td><strong>Data meets the State's target. No required action.</strong></td>
</tr>
<tr>
<td><strong>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Data does not meet the State's target. Continue to implement Master Plan Improvement Strategies.</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>65.92%</strong></td>
<td><strong>72.41%</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>60.19%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>69.49%</strong></td>
<td><strong>75.81%</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>51.41%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>74.38%</strong></td>
<td><strong>75.00%</strong></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>35.15%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>54.57%</strong></td>
<td><strong>55.84%</strong></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>23.30%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>46.07%</strong></td>
<td><strong>61.12%</strong></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>23.90%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>38.59%</strong></td>
<td><strong>49.42%</strong></td>
</tr>
<tr>
<td><strong>HS</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>67.40%</strong></td>
<td><strong>55.12%</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>72.80%</strong></td>
<td><strong>50.37%</strong></td>
<td><strong>60.30%</strong></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30*</td>
<td>&lt;2.0</td>
<td>0.33</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>&lt;2.0</td>
<td>1.34</td>
<td>Met</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>73.11%</td>
<td>Met</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>10.45%</td>
<td>Met</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>6.27%</td>
<td>Met</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>47.00%</td>
<td>Not Met</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>19.72%</td>
<td>Not Met</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>78.89%</td>
<td>Met</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.40%</td>
<td>67.42%</td>
<td>Met</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>66.00%</td>
<td>78.59%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>55.70%</td>
<td>64.93%</td>
<td>Met</td>
</tr>
<tr>
<td>8 Parent Survey</td>
<td>47.00%</td>
<td>53.00%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>39.00%</td>
<td>40.00%</td>
<td>Met</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>20.63%</td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>52.78%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td>55.00%</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt;2.0</td>
<td>1.75</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt;2.0</td>
<td>0.39</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>1.28</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification | |                 |                  |
| Amer Indian/Alaska Native | <2.0 | 0.85 | Met | No significant disproportionate representation. No required action. |
| Asian | <2.0 | 0.44 | Met | 0.73 | 0.90 |
| Black, African American | <2.0 | 1.61 | Met | 0.44 | 0.43 |
| Native Hawaiian/Pacific Islander | <2.0 | 0.86 | Met | 1.57 | 1.55 |
| White | <2.0 | 0.79 | Met | 0.95 | 1.10 |
| 2 or more races | <2.0 | 0.83 | Met | 0.81 | 0.81 |
| Hispanic | <2.0 | 0.79 | Met | 0.90 | 0.89 |
| Disproportionate representation exits in the category. | No (0%) | No (0%) | Yes | 0.78 | 0.76 |

Anne Arundel Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Local Results</td>
<td>Met</td>
</tr>
<tr>
<td><strong>11</strong> Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>98.41%</td>
<td>Not Met</td>
</tr>
<tr>
<td><strong>12</strong> Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>13</strong> Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Timely correction of noncompliance (Previously Indicator 15)</strong></td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>State reported data are timely and accurate (Previously Indicator 20)</strong></td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td>American Indian/Alaska Native</td>
<td>0.88</td>
<td>1.06</td>
<td>0.67</td>
<td>0.64</td>
<td>1.27</td>
<td>0.59</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.73</td>
<td>0.27</td>
<td>0.32</td>
<td>0.70</td>
<td>0.92</td>
<td>0.12</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.05</td>
<td>2.02</td>
<td>2.22</td>
<td>1.01</td>
<td>1.12</td>
<td>1.85</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.89</td>
<td>0.92</td>
<td>2.03</td>
<td>0.33</td>
<td>0.85</td>
<td>0.90</td>
</tr>
<tr>
<td><strong>Disproportionate representation exists</strong></td>
<td>White</td>
<td>0.64</td>
<td>0.56</td>
<td>0.69</td>
<td>1.04</td>
<td>1.08</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.28</td>
<td>0.76</td>
<td>1.35</td>
<td>0.82</td>
<td>0.76</td>
<td>0.98</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.72</td>
<td>1.06</td>
<td>0.32</td>
<td>1.08</td>
<td>0.67</td>
<td>0.52</td>
</tr>
</tbody>
</table>

*Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.*

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
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<th>Other Health Impairment</th>
<th>Required Action</th>
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</thead>
<tbody>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.76</td>
<td>0.61</td>
<td>1.30</td>
<td>1.34</td>
<td>0.32</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.83</td>
<td>0.26</td>
<td>0.25</td>
<td>0.75</td>
<td>0.89</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.21</td>
<td>2.02</td>
<td>2.29</td>
<td>0.99</td>
<td>0.91</td>
<td>1.66</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.82</td>
<td>1.05</td>
<td>2.42*</td>
<td>0.96</td>
<td>0.44</td>
<td>0.63</td>
</tr>
<tr>
<td><strong>Disproportionate representation exists</strong></td>
<td>White</td>
<td>0.57</td>
<td>0.58</td>
<td>0.66</td>
<td>1.04</td>
<td>1.26</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.48</td>
<td>0.79</td>
<td>1.39</td>
<td>0.80</td>
<td>0.97</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.68</td>
<td>1.01</td>
<td>0.32</td>
<td>1.09</td>
<td>0.69</td>
<td>0.49</td>
</tr>
</tbody>
</table>

*Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.*
March 23, 2015

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

Dear Dr. Dance:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Baltimore County Public Schools (BCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the BCPS has achieved the determination status of “Needs Assistance, Year Nine.”

For the last nine (9) consecutive years, the BCPS determination status has been “Needs Assistance.” Historically, this represents inconsistent performance and a challenge to sustain targets met. The BCPS and the DSE/EIS will jointly develop, implement, and evaluate a comprehensive action plan that identifies targeted assistance, support, and resources. The BCPS Office of Special Education staff will be required to meet with the DSE/EIS personnel to identify the specific actions, assistance, and jointly develop a plan to assist the BCPS to “Meet Requirements.” Mr. Paul Dunford, Branch Chief, Programmatic Support and Technical Assistance, will be contacting Rebecca Rider, Director, BCPS Office of Special Education to identify a data and time for this meeting.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

- Indicator 5, Provision of services in the Least Restrictive Environment (LRE);
- Indicator 4, Rate of suspensions and expulsions greater than 10 days in a school year; and
- Indicator 8, Parent involvement.
The shift to a more balanced accountability approach does not relieve the DSE/EIS from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, a local school system’s determination status may be impacted in the future.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:    Lillian M Lowery, Ed.D.
      Jack R. Smith, Ph.D.
      Rebecca Rider
      Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social — Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition — Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition — Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey — Know their rights</td>
<td>8C. Transition — Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey — Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey — Help their children</td>
<td></td>
</tr>
</tbody>
</table>

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develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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:
  o Local Self-Assessment of Performance and Compliance;
  o 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at \( \leq \) none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Timely and Accurate Data
AND
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Component</th>
<th>Score</th>
<th>Component</th>
<th>Score</th>
<th>Component</th>
<th>Score</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>6B</td>
<td>4-Years</td>
<td>4A</td>
<td>3-Years</td>
<td>6B</td>
<td>4-Years</td>
<td>4A</td>
<td>3-Years</td>
</tr>
<tr>
<td>Reading</td>
<td>3 of 6</td>
<td>4-Years</td>
<td>6A</td>
<td>3 of 6</td>
<td>6B</td>
<td>4-Years</td>
<td>4A</td>
<td>3 of 6</td>
</tr>
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<td>6B</td>
<td>4-Years</td>
<td>6B</td>
<td>3 of 6</td>
<td>6B</td>
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<td>6B</td>
<td>3 of 6</td>
</tr>
<tr>
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<td>4-Years</td>
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<td>4-Years</td>
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</tr>
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<td>4-Years</td>
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<td>4-Years</td>
<td>6B</td>
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</tr>
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<td>4-Years</td>
<td>6B</td>
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<td>4-Years</td>
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<td>3 of 6</td>
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<td>6B</td>
<td>4-Years</td>
<td>6B</td>
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<td>6B</td>
<td>4-Years</td>
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<tr>
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<td>4-Years</td>
<td>6B</td>
<td>3 of 6</td>
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<td>4-Years</td>
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<td>3 of 6</td>
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<tr>
<td>Math</td>
<td>6B</td>
<td>4-Years</td>
<td>6B</td>
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<td>4-Years</td>
<td>6B</td>
<td>3 of 6</td>
</tr>
<tr>
<td>Reading</td>
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<td>4-Years</td>
<td>6B</td>
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<td>6B</td>
<td>4-Years</td>
<td>6B</td>
<td>3 of 6</td>
</tr>
</tbody>
</table>

Part B Graduation Results-Driver Accountability Plan
Division of Special Education/Early Intervention Services
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPP/APR Indicators</strong></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
</tr>
<tr>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19</td>
<td>62.05%</td>
</tr>
<tr>
<td>2</td>
<td>Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>5.32%</td>
</tr>
<tr>
<td>3A</td>
<td>State Assessment: AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3A</td>
<td>AMO for Math</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B</td>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>Met</td>
</tr>
<tr>
<td>3C</td>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate achievement standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>51.12%</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>72.80%</td>
<td>60.57%</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>59.98%</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>72.80%</td>
<td>66.39%</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>42.61%</td>
</tr>
<tr>
<td>6</td>
<td>Reading</td>
<td>72.80%</td>
<td>69.60%</td>
</tr>
<tr>
<td>6</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>26.25%</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>72.80%</td>
<td>50.05%</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>25.81%</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>72.80%</td>
<td>38.03%</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>21.96%</td>
</tr>
<tr>
<td>8</td>
<td>HS</td>
<td>62.05%</td>
<td>48.70%</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>72.80%</td>
<td>47.75%</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>48.70%</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>4A</strong> Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>3.24</td>
<td>Not Met</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>0.79</td>
<td>Met</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5A</strong> Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>64.37%</td>
<td>Not Met</td>
</tr>
<tr>
<td><strong>5B</strong> Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>11.49%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>5C</strong> Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
<td>7.24%</td>
<td>Not Met</td>
</tr>
<tr>
<td><strong>6A</strong> Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>70.61%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>6B</strong> Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90</td>
<td>13.65%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>7A</strong> Age 3-5 Outcomes: Use of social – emotional skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>66.37%</td>
<td>Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>69.81%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>7B</strong> Age 3-5 Outcomes: Use of knowledge and skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>67.86%</td>
<td>Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>59.50%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>7C</strong> Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>62.86%</td>
<td>Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>67.30%</td>
<td>64.21%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>8</strong> Parent Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5</td>
<td>48%</td>
<td>48.00%</td>
<td>Met</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39%</td>
<td>39.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>14</strong> Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.0%</td>
<td>24.18%</td>
<td>Not Met</td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.0%</td>
<td>64.95%</td>
<td>Not Met</td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Baltimore Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td>State Target</td>
</tr>
<tr>
<td>4B</td>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>Amer Indi/Alaska Native</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Native Haw/Pacific Islander</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td>Amer Indian/Alaska Native</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Black, African American</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Native Haw/Pacific Islander</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Previous Results**

<table>
<thead>
<tr>
<th>Action Required</th>
<th>FFY 2012</th>
<th>FFY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant discrepancy exists. A previous MSDE review of policies, procedures and practices do not contribute to the significant discrepancy. No required action.</td>
<td>0.00</td>
<td>4.25*</td>
</tr>
<tr>
<td>No significant disproportionate representation. No required action.</td>
<td>1.04</td>
<td>1.01</td>
</tr>
</tbody>
</table>

Baltimore Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>99.41%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>99.45%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.98</td>
<td>1.64</td>
<td>1.16</td>
<td>0.63</td>
<td>1.72</td>
<td>No significant disproportionate representation exists. No required action.</td>
</tr>
<tr>
<td>Asian</td>
<td>0.68</td>
<td>0.25</td>
<td>0.07</td>
<td>0.58</td>
<td>0.72</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.58</td>
<td>1.59</td>
<td>1.75</td>
<td>0.66</td>
<td>0.97</td>
<td>1.52</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.46</td>
<td>0.00</td>
<td>0.55</td>
<td>0.00</td>
<td>1.09</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.81</td>
<td>0.73</td>
<td>1.02</td>
<td>1.55</td>
<td>1.31</td>
<td>0.98</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.95</td>
<td>0.76</td>
<td>1.10</td>
<td>1.07</td>
<td>0.90</td>
<td>1.05</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.66</td>
<td>1.12</td>
<td>0.27</td>
<td>0.97</td>
<td>0.64</td>
<td>0.54</td>
<td></td>
</tr>
</tbody>
</table>

N size is < 30°

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2012 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.98</td>
<td>1.64</td>
<td>1.10</td>
<td>0.46</td>
<td>1.66</td>
<td>No significant disproportionate representation exists. No required action.</td>
</tr>
<tr>
<td>Asian</td>
<td>0.51</td>
<td>0.28</td>
<td>0.08</td>
<td>0.56</td>
<td>0.69</td>
<td>0.18</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.65</td>
<td>1.54</td>
<td>1.70</td>
<td>0.67</td>
<td>0.95</td>
<td>1.47</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>1.20</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>1.39</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.81</td>
<td>0.72</td>
<td>0.98</td>
<td>1.48</td>
<td>1.32</td>
<td>1.02</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.85</td>
<td>0.79</td>
<td>0.99</td>
<td>1.19</td>
<td>0.80</td>
<td>0.97</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.68</td>
<td>1.17</td>
<td>0.38</td>
<td>1.02</td>
<td>0.70</td>
<td>0.51</td>
<td></td>
</tr>
</tbody>
</table>

N size is < 30°

Disproportionate representation exists.
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Calvert County Public Schools (CCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
Jack R. Smith, Ph.D.
Christina Harris
Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

**Results Process Indicators**
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

**Compliance Indicators**
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

**Correction of Noncompliance**
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

**Timely and Accurate Data**
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

**Results Process Indicators**
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

**Compliance Indicators**
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS corrected all but one instance of noncompliance within one year of identification.

**Timely and Accurate Data**
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤
one of the following seven (7) results
indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or
substantial compliance for at least three
(3) of six (6) compliance indicators (4,
9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously
identified findings of noncompliance
within two years of identification.

Timely and Accurate Data
AND
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and
completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of
services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt;10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>71.95%</td>
<td>Met</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>≤ 3.00%</td>
<td>Met</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>53.26</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>63.16</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>47.15</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>60.38</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>42.02</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>67.80</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>41.18</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>59.63</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>44.21</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>51.16</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>36.76</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>35.29</td>
</tr>
<tr>
<td>HS Mathematics</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>60.26</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>55.00</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>FFY 2013</td>
<td>State Target</td>
<td>Local Results</td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30°</td>
<td></td>
<td>&lt; 2.0</td>
<td>0.31</td>
</tr>
<tr>
<td>Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30°</td>
<td></td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td></td>
<td>≥68.40%</td>
<td>60.23%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td></td>
<td>≤13.26%</td>
<td>9.86%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td></td>
<td>≤6.69%</td>
<td>5.51%</td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td></td>
<td>≥64.11%</td>
<td>76.05%</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td></td>
<td>&lt;18.90%</td>
<td>10.65%</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td></td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td></td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>51.72%</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>59.00%</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39.00%</td>
<td>49.00%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td></td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68%</td>
<td>69.77%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>FFY 2011</td>
<td>Action Required</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State</td>
<td>Local</td>
<td>Target Met</td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.40</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>No (%)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Previous Results</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>1.26</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.49</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.78</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.77</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.67</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.76</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.89</td>
<td>Met</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>99.50%</td>
<td>Not Met</td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>15 State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

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

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
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<th>Compliance Indicator</th>
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<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.92</td>
<td>7.27*</td>
<td>0.00</td>
<td>0.00</td>
<td>3.33*</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.26</td>
<td>0.00</td>
<td>0.75</td>
<td>1.85</td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.50</td>
<td>2.55</td>
<td>1.27</td>
<td>1.30</td>
<td>0.95</td>
<td>1.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.71*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.82</td>
<td>0.49</td>
<td>0.86</td>
<td>0.68</td>
<td>0.97</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.26</td>
<td>0.40</td>
<td>0.94</td>
<td>1.02</td>
<td>0.52</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.38</td>
<td>0.95</td>
<td>1.20</td>
<td>1.41</td>
<td>0.90</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>Disproportionate representation exists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Caroline County Public Schools (CCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Elizabeth Anthony
   Branch Chiefs
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:

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

3/14/15drt
FINAL
The following Part B indicators are included in assigning determinations:

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

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 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND
Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>SPP/APR Indicators Results Indicator</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP/APR Indicators Compliance Indicator</td>
<td>State Target</td>
<td>FFY 2012</td>
<td>FFY 2011</td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>61.11%</td>
<td>50.00%</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>64.71%</td>
<td>53.06%</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>67.40%</td>
<td>57.14%</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>57.14%</td>
</tr>
<tr>
<td>3C</td>
<td>Reading</td>
<td>72.80%</td>
<td>64.71%</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>67.40%</td>
<td>59.18%</td>
<td>66.67%</td>
</tr>
<tr>
<td>4 Reading</td>
<td>72.80%</td>
<td>72.55%</td>
<td>64.71%</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>67.40%</td>
<td>74.51%</td>
<td>66.67%</td>
</tr>
<tr>
<td>5 Reading</td>
<td>72.80%</td>
<td>38.46%</td>
<td>64.71%</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>67.40%</td>
<td>55.77%</td>
<td>60.98%</td>
</tr>
<tr>
<td>6 Reading</td>
<td>72.80%</td>
<td>48.78%</td>
<td>64.86%</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>67.40%</td>
<td>41.46%</td>
<td>56.76%</td>
</tr>
<tr>
<td>7 Reading</td>
<td>72.80%</td>
<td>56.10%</td>
<td>89.29%</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>67.40%</td>
<td>60.98%</td>
<td>57.14%</td>
</tr>
<tr>
<td>8 Reading</td>
<td>72.80%</td>
<td>65.38%</td>
<td>52.94%</td>
</tr>
<tr>
<td>HS Mathematics</td>
<td>67.40%</td>
<td>61.54%</td>
<td>47.06%</td>
</tr>
<tr>
<td>HS Reading</td>
<td>72.80%</td>
<td>45.95%</td>
<td>52.78%</td>
</tr>
</tbody>
</table>

Caroline Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results FFY 2012</th>
<th>Previous Results FFY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State</td>
<td>Local Results</td>
<td>Target</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>Target</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A) Multiple suspensions (&gt; 10 days): Disabled vs. non-disabled</td>
<td>&lt; 2.0</td>
<td>1.15</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A) Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥ 68.40%</td>
<td>82.19%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>5B) Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤ 6.69%</td>
<td>10.73%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>5C) Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤ 6.69%</td>
<td>2.02%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>5D) Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥ 64.10%</td>
<td>90.32%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>6B) Aged 3-5 LRE: Separate School or Class</td>
<td>≤ 18.90%</td>
<td>2.15%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>7A) Seventy more outcomes: Use of social - emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>84.00%</td>
<td>Met</td>
</tr>
<tr>
<td>7B) Seventy more outcomes: Use of knowledge and skills</td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>83.33%</td>
<td>Met</td>
</tr>
<tr>
<td>7C) Seventy more outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>94.44%</td>
<td>Met</td>
</tr>
<tr>
<td>7D) Seventy more outcomes: Use of appropriate behaviors</td>
<td>2. Exits within age expectations</td>
<td>75.70%</td>
<td>83.33%</td>
<td>Met</td>
</tr>
<tr>
<td>8) Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>72.00%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39.00%</td>
<td>54.00%</td>
<td>Met</td>
</tr>
<tr>
<td>14) Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed in 1 year of leaving HS</td>
<td>35.00%</td>
<td>24.24%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed in 1 year of leaving HS</td>
<td>68.00%</td>
<td>66.67%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed in 1 year of leaving HS</td>
<td>82.00%</td>
<td>66.67%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Disaggregated LSS data not available at this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exits in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Column Descriptions
- **Results Indicator**: Indicates whether a result is met or not.
- **Compliance Indicator**: Indicates whether compliance is met or not.
- **State Target**: Target for state-level indicators.
- **Local Results**: Local results for the specified category.
- **Target Met**: Whether the target is met or not.
- **Action Required**: Action required based on the indicators.
- **Previous Results**: Results from the previous fiscal years.

### Specific Indicators

- **Amer Indian/Alaska Native**
  - **Local Results**: 2.00
  - **Target Met**: Met
  - **Action Required**: No significant discrepancy. No required action.

- **Asian**
  - **Local Results**: 2.00
  - **Target Met**: Met
  - **Action Required**: No significant discrepancy. No required action.

- **Black or African American**
  - **Local Results**: 1.62
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Native Hawaiian/Other Pacific Islander**
  - **Local Results**: 0.00
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **White**
  - **Local Results**: 0.00
  - **Target Met**: Met
  - **Action Required**: No significant discrepancy. No required action.

- **2 or more races**
  - **Local Results**: 0.00
  - **Target Met**: Met
  - **Action Required**: No significant discrepancy. No required action.

- **Hispanic**
  - **Local Results**: 0.00
  - **Target Met**: Met
  - **Action Required**: No significant discrepancy. No required action.

- **Policies/procedures/practices contribute to the discrepancy**
  - **Local Results**: No
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Amer Indian/Alaska Native**
  - **Local Results**: 2.65*
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Asian**
  - **Local Results**: 0.85
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Black/African American**
  - **Local Results**: 1.19
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Native Hawaiian/Other Pacific Islander**
  - **Local Results**: 0.00
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **White**
  - **Local Results**: 1.06
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **2 or more races**
  - **Local Results**: 0.90
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

- **Hispanic**
  - **Local Results**: 0.58
  - **Target Met**: Met
  - **Action Required**: No significant disproportion. No required action.

### Notes
- NA indicates data not available.
- * indicates data is marked as an asterisk.

Caroline Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>99.50%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday</td>
<td>100%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2013 results:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>8.11*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.85</td>
<td>0.00</td>
<td>2.20*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.94*</td>
<td>1.27</td>
<td>1.36</td>
<td>0.76</td>
<td>1.08</td>
<td>1.23</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.44</td>
<td>0.90</td>
<td>1.33</td>
<td>1.48</td>
<td>1.27</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.37</td>
<td>0.70</td>
<td>1.05</td>
<td>0.59</td>
<td>0.91</td>
<td>2.90*</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.00</td>
<td>0.70</td>
<td>0.31</td>
<td>0.29</td>
<td>0.89</td>
<td>0.68</td>
</tr>
</tbody>
</table>

**Disproportionate representation exists.**

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2012 results:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>8.22*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>4.51*</td>
<td>2.19*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.45*</td>
<td>1.22</td>
<td>0.69</td>
<td>1.03</td>
<td>1.22</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.53</td>
<td>1.04</td>
<td>0.89</td>
<td>1.12</td>
<td>1.03</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.43</td>
<td>0.85</td>
<td>0.00</td>
<td>0.89</td>
<td>1.14</td>
<td>2.88*</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.06</td>
<td>0.85</td>
<td>0.81</td>
<td>0.20</td>
<td>1.01</td>
<td>0.87</td>
</tr>
</tbody>
</table>

**Disproportionate representation exists.**

Caroline Co. Annual Data Rpt FFY 2013
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the **FFY 2013 Determination Overview** that identifies the Part B Indicators used to assign a local determination, the **FFY 2013 Local Determination Scoring Criteria**, and the **Graded Results-Driven Accountability Plan**. The attached **FFY 2013 Annual Data Table on SPP/APR Part B Indicators** provides a three-year data analysis and required actions for the Carroll County Public Schools (CCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:   Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Russell Gray
    Branch Chiefs
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:

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

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FINAL
<table>
<thead>
<tr>
<th>Develop and learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Child Find 0-1</td>
</tr>
<tr>
<td>6. Child Find 0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

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  
        (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(c) 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;

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- 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at least none of the following seven (7) results indicators (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

**Compliance Indicators**
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

**Timely and Accurate Data**
The LSS Data are not timely or accurate.

**Needs Substantial Intervention**
LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

**OR**
LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

**OR**
LSS informed the State that it is unwilling to comply with the core requirements.
### Division of Special Education/Early Intervention Services
#### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicator</th>
<th>Compliance Indicator</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Results Indicator</td>
<td>Students with IEPs graduating with a regular diploma - 4-year cohort (SY 2012-13)</td>
<td>Data meets the State target. No action required.</td>
</tr>
<tr>
<td>2. Results Indicator</td>
<td>Students with IEPs dropping out (Option 2)</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>3. Results Indicator</td>
<td>State Assessment: AMO for Reading subgroup in the LEA</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>4. Results Indicator</td>
<td>AMO for Reading</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>5. Results Indicator</td>
<td>AMO for Math</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>6. Results Indicator</td>
<td>Participation rates of IEP students in all grades in the LEA</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>7. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for English language arts</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>8. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for mathematics</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>9. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for science</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>10. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for social studies</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>11. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for technology</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>12. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career development</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>13. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for world language</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>14. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career preparation</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>15. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for employment preparation</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>16. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for college and career readiness</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>17. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career and technical education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>18. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for arts education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>19. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for physical education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>20. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for health education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>21. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for civics education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>22. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for nutrition and wellness education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>23. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for safety and security education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>24. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for financial literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>25. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for environmental literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>26. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for social and emotional learning education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>27. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for digital literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>28. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for English language arts</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>29. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for mathematics</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>30. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for science</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>31. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for social studies</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>32. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for technology</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>33. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career development</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>34. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for world language</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>35. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career preparation</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>36. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for employment preparation</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>37. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for college and career readiness</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>38. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for career and technical education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>39. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for arts education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>40. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for physical education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>41. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for health education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>42. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for civics education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>43. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for nutrition and wellness education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>44. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for safety and security education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>45. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for financial literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>46. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for environmental literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>47. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for social and emotional learning education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>48. Results Indicator</td>
<td>Percentage of students in grades 3-8 meeting or exceeding the proficiency level for digital literacy education</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
</tbody>
</table>

Annual Data on SPP/APR Part B Indicators

Carroll County Public Schools
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>5.29*</td>
</tr>
<tr>
<td>Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>3.62*</td>
</tr>
<tr>
<td><strong>5A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td></td>
<td>≥68.40%</td>
<td>81.23%</td>
</tr>
<tr>
<td><strong>5B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td></td>
<td>≤13.26%</td>
<td>6.39%</td>
</tr>
<tr>
<td><strong>5C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td></td>
<td>≤6.69%</td>
<td>3.54%</td>
</tr>
<tr>
<td><strong>6A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td></td>
<td>≥64.1%</td>
<td>51.93%</td>
</tr>
<tr>
<td><strong>6B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td></td>
<td>≤18.90%</td>
<td>23.20%</td>
</tr>
<tr>
<td><strong>7A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>75.00%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>90.00%</td>
</tr>
<tr>
<td><strong>7B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>50.00</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>70.00%</td>
</tr>
<tr>
<td><strong>7C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>8A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Age 3-5</td>
<td>47%</td>
<td>48.00%</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39%</td>
<td>46.00%</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35%</td>
<td>27.98%</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68%</td>
<td>35.75%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4B Discrepancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polices/procedures/practices contribute to the discrepancy</td>
<td>No (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>17.01*</td>
<td>Met</td>
</tr>
<tr>
<td>Native Haw/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>3.28*</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>5.88*</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>3.64*</td>
<td>Met</td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists in the category.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>1.83</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.58</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.66</td>
<td>Met</td>
</tr>
<tr>
<td>Native Haw/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.39</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.70</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.97</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.82</td>
<td>Met</td>
</tr>
</tbody>
</table>

Carroll Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Local</td>
<td>Target</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>99.08%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>99.7%</td>
<td>Not Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>2.05*</td>
<td>0.00</td>
<td>1.10</td>
<td>4.13*</td>
<td>1.73*</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.87</td>
<td>0.38</td>
<td>0.00</td>
<td>0.63</td>
<td>0.79</td>
<td>0.49</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.31*</td>
<td>1.89</td>
<td>2.34*</td>
<td>1.69</td>
<td>0.95</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>4.20*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.88*</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.52</td>
<td>0.66</td>
<td>0.59</td>
<td>0.67</td>
<td>1.17</td>
<td>0.73</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.85</td>
<td>0.69</td>
<td>1.20</td>
<td>1.11</td>
<td>1.40</td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.58</td>
<td>0.84</td>
<td>0.72</td>
<td>0.83</td>
<td>0.60</td>
<td>0.98</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.83</td>
<td>1.98</td>
<td>0.53</td>
<td>1.97</td>
<td>2.39*</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.81</td>
<td>0.18</td>
<td>0.00</td>
<td>0.72</td>
<td>0.82</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.46*</td>
<td>1.83</td>
<td>1.69</td>
<td>1.57</td>
<td>0.98</td>
<td>1.76</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.46</td>
<td>0.65</td>
<td>0.69</td>
<td>0.72</td>
<td>1.21</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>1.13</td>
<td>0.94</td>
<td>1.07</td>
<td>1.47</td>
<td>1.29</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.60</td>
<td>0.98</td>
<td>1.10</td>
<td>0.69</td>
<td>0.57</td>
<td>0.91</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Carroll Co. Annual Data Rpt FFY 2013
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Cecil County Public Schools (CCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:       Lillian M Lowery, Ed.D.
        Jack R. Smith, Ph.D.
        Sarah J. Farr
        Branch Chiefs
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:

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

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FINAL
develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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 or 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

AND

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at \( \leq \) none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

Timely and Accurate Data
The LSS Data are not timely or accurate.

AND

AND

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6 AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6 AMO Reading or Math</td>
<td></td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6 AMO Reading or Math</td>
<td></td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Cecil County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>State</strong></td>
<td><strong>Local</strong></td>
<td><strong>Target</strong></td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>51.26%</td>
<td>Not Met</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>≤4.95%</td>
<td>7.0%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3A State Assessment: AMO for Reading subgroup in the LEA</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: AMO for Math</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>** Participation rates of IEP students in all grades in the LEA**</td>
<td>≥ 95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Mathematics</td>
<td>67.40%</td>
<td>33.33%</td>
<td>Not Met</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>72.80%</td>
<td>35.71%</td>
<td>Not Met</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>67.40%</td>
<td>41.48%</td>
<td>Not Met</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>72.80%</td>
<td>54.35%</td>
<td>Not Met</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>67.40%</td>
<td>26.86%</td>
<td>Not Met</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>72.80%</td>
<td>54.29%</td>
<td>Not Met</td>
</tr>
<tr>
<td>9 Mathematics</td>
<td>67.40%</td>
<td>18.45%</td>
<td>Not Met</td>
</tr>
<tr>
<td>10 Mathematics</td>
<td>72.80%</td>
<td>37.71%</td>
<td>Not Met</td>
</tr>
<tr>
<td>11 Mathematics</td>
<td>67.40%</td>
<td>19.57%</td>
<td>Not Met</td>
</tr>
<tr>
<td>12 Mathematics</td>
<td>72.80%</td>
<td>33.88%</td>
<td>Not Met</td>
</tr>
<tr>
<td>13 Mathematics</td>
<td>67.40%</td>
<td>15.92%</td>
<td>Not Met</td>
</tr>
<tr>
<td>14 Mathematics</td>
<td>72.80%</td>
<td>24.84%</td>
<td>Not Met</td>
</tr>
<tr>
<td>15 Mathematics</td>
<td>67.40%</td>
<td>45.45%</td>
<td>Not Met</td>
</tr>
<tr>
<td>16 Mathematics</td>
<td>72.80%</td>
<td>39.22%</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Cecil Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>Met</td>
<td>0.95 0.28</td>
</tr>
<tr>
<td>4A Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>Met</td>
<td>1.14 1.49</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>Met</td>
<td>87.84% 88.72%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>Met</td>
<td>3.56% 3.20%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>Met</td>
<td>3.89% 4.42%</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>Met</td>
<td>88.07% 89.45%</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social - emotional skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit with substantial growth</td>
<td>67.30%</td>
<td>Not Met</td>
<td>62.30% 74.60%</td>
</tr>
<tr>
<td>Exit within age expectations</td>
<td>66.40%</td>
<td>Not Met</td>
<td>62.30% 69.52%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit with substantial growth</td>
<td>66.00%</td>
<td>Not Met</td>
<td>49.40% 65.79%</td>
</tr>
<tr>
<td>Exit within age expectations</td>
<td>55.70%</td>
<td>Not Met</td>
<td>44.30% 55.24%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit with substantial growth</td>
<td>61.50%</td>
<td>Not Met</td>
<td>42.90% 55.74%</td>
</tr>
<tr>
<td>Exit within age expectations</td>
<td>67.30%</td>
<td>Not Met</td>
<td>54.70% 60.00%</td>
</tr>
<tr>
<td>8 Parent Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5</td>
<td>47%</td>
<td>Met</td>
<td>50.00% 67.00%</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39%</td>
<td>Met</td>
<td>42.00% 42.00%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at the time they left school, and were:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.0%</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.0%</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cecil Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (State Target)</th>
<th>Local Results</th>
<th>Target Met</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>4B Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>Amer Indi/Alaska Native</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
<td>No significant disproportionate representation. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
<td>3.66</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt;2.0</td>
<td>0.20</td>
<td>Met</td>
<td>1.14</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>4.13*</td>
<td>Met</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>9 Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td>Amer Indian/Alaska Native</td>
<td>&lt;2.0</td>
<td>1.51</td>
<td>Met</td>
<td>No significant disproportionate representation. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.34</td>
<td>Met</td>
<td>0.39</td>
</tr>
<tr>
<td></td>
<td>Black, African American</td>
<td>&lt;2.0</td>
<td>1.10</td>
<td>Met</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt;2.0</td>
<td>0.42</td>
<td>Met</td>
<td>0.80</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt;2.0</td>
<td>1.04</td>
<td>Met</td>
<td>0.96</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>1.00</td>
<td>Met</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>1.02</td>
<td>Met</td>
<td>0.87</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exits in the category.</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>Substantially compliant. Data verified. No required action.</td>
<td>98.41% 98.20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td>99.41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>Substantially compliant. Data verified. No required action.</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>child’s 3rd birthday</td>
<td>99.45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>Compliant. Data verified. No required action.</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>Compliant. Continue to correct noncompliance within one year.</td>
<td>100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>Compliant. Continue to correct noncompliance within one year.</td>
<td>100% 100%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
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</table>

Cecil Co. Annual Data Rpt FFY 2013
### FFY 2013 (SFY 2014) Part B Indicators

#### SPP/APR Indicators

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.46</td>
<td>10.91*</td>
<td>1.16</td>
<td>0.00</td>
<td>3.78*</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.14</td>
<td>0.00</td>
<td>1.11</td>
<td>0.96</td>
<td>0.38</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.98</td>
<td>1.15</td>
<td>2.57*</td>
<td>0.69</td>
<td>1.02</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.03</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
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<tr>
<td></td>
<td>White</td>
<td>0.74</td>
<td>1.02</td>
<td>0.53</td>
<td>1.15</td>
<td>1.15</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.84</td>
<td>1.70</td>
<td>0.74</td>
<td>0.70</td>
<td>1.65</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.05</td>
<td>0.84</td>
<td>0.34</td>
<td>1.40</td>
<td>0.77</td>
<td>0.76</td>
</tr>
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</table>

#### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.98</td>
<td>1.64</td>
<td>1.10</td>
<td>0.46</td>
<td>1.66</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.51</td>
<td>0.28</td>
<td>0.08</td>
<td>0.56</td>
<td>0.69</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.65</td>
<td>1.54</td>
<td>1.70</td>
<td>0.67</td>
<td>0.95</td>
<td>1.47</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>1.20</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>1.39</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.81</td>
<td>0.72</td>
<td>0.98</td>
<td>1.48</td>
<td>1.32</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.85</td>
<td>0.79</td>
<td>0.99</td>
<td>1.19</td>
<td>0.80</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.68</td>
<td>1.17</td>
<td>0.38</td>
<td>1.02</td>
<td>0.70</td>
<td>0.51</td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Charles County Public School (CCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the CCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:  Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Arden Sotomayor
    Branch Chiefs
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:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
<tr>
<td>Correction of Noncompliance</td>
<td>Data and Submission of Reports</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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.
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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
## Division of Special Education/Early Intervention Services
### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan: Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Annual Data on SPP/APR Part B Indicators
### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</strong></td>
<td>≥59.19%</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Students with IEPs dropping out (Option 2 leaver rate data based on SY 12-13)</strong></td>
<td>≤4.95%</td>
</tr>
<tr>
<td><strong>3A</strong></td>
<td><strong>State Assessment: AMO for disability subgroup in the LEA</strong></td>
<td>AMO for Reading</td>
</tr>
<tr>
<td><strong>3B</strong></td>
<td><strong>State Assessment: Participation rates of IEP students in all grades in the LEA</strong></td>
<td>≥ 95%</td>
</tr>
<tr>
<td><strong>3C</strong></td>
<td><strong>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td><strong>HS</strong></td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>FFY 2013</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>4A</td>
<td>Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30 *</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Single suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30 *</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>5A</td>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
</tr>
<tr>
<td>5B</td>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE A)</td>
<td>≤13.26%</td>
</tr>
<tr>
<td>5C</td>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
</tr>
<tr>
<td>6A</td>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
</tr>
<tr>
<td>6B</td>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
</tr>
<tr>
<td>7A</td>
<td>Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
</tr>
<tr>
<td>7B</td>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
</tr>
<tr>
<td>7C</td>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
</tr>
<tr>
<td>8A</td>
<td>Parent Survey</td>
<td>Age 3-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age 6-21</td>
</tr>
<tr>
<td>14</td>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
</tr>
<tr>
<td><strong>4B</strong> Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>0.28</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>3.50*</td>
</tr>
<tr>
<td>Policies/procedures/practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists in the category.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt; 2.0</td>
<td>1.00</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.46</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.29</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.38</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.03</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.82</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.72</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No (0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Charles Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td></td>
<td>100%</td>
<td>99.77%</td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday</td>
<td></td>
<td>100%</td>
<td>100.00%</td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td></td>
<td>100%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td></td>
<td>100%</td>
<td>100.00%</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td></td>
<td>100%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Compliance Indicator</td>
<td>Intellectual Disability</td>
<td>Specific Learning Disability</td>
<td>Emotional Disability</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>FFY 2013 results:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.81</td>
</tr>
<tr>
<td>Asian</td>
<td>0.96</td>
<td>0.17</td>
<td>0.00</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.56</td>
<td>1.90</td>
<td>1.16</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>1.07</td>
<td>0.70</td>
<td>1.58</td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.37</td>
<td>0.76</td>
<td>0.66</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.23</td>
<td>0.84</td>
<td>0.36</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>FFY 2012 (SFY 2013) Part B Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.64</td>
<td>0.00</td>
<td>0.34</td>
<td>1.91</td>
<td>1.66</td>
</tr>
<tr>
<td>Asian</td>
<td>0.51</td>
<td>0.24</td>
<td>0.00</td>
<td>0.77</td>
<td>1.32</td>
<td>0.46</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.88</td>
<td>1.79</td>
<td>1.09</td>
<td>1.04</td>
<td>0.79</td>
<td>1.48</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.00*</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1.01</td>
<td>0.72</td>
<td>1.52</td>
<td>1.08</td>
<td>1.13</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.41</td>
<td>0.57</td>
<td>1.02</td>
<td>1.20</td>
<td>0.89</td>
<td>1.12</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.13</td>
<td>0.93</td>
<td>0.43</td>
<td>0.77</td>
<td>1.02</td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Disproportionate representation exists.</td>
</tr>
</tbody>
</table>

Charles Co. Annual Data Rpt FFY 2013
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Dorchester County Board of Education (DCBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the DCBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

Marcella E. Franczkowski

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

MF/DRR/cc

Attachments

c:    Lillian M Lowery, Ed.D.
       Jack R. Smith, Ph.D.
       Angela McPake Gebert
       Branch Chiefs
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:

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

3/14/15drr
FINAL
The following Part B indicators are included in assigning determinations:

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

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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least one of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND
Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
### Division of Special Education/Early Intervention Services
#### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
# Dorchester County Public Schools

## Annual Data on SPP/APR Part B Indicators

**Notice of Performance for the Period July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY 2013 (SFY 2014) Part B Indicators</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FFY 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Assessment: Participation rates of IEP students in all grades in the LEA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
</tr>
<tr>
<td>2</td>
<td>Students with IEPs dropping out (Option 2 leaving rate data based on SY 12-13)</td>
<td>≤4.95%</td>
</tr>
<tr>
<td>3A</td>
<td>AMO for Reading</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B</td>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
</tr>
<tr>
<td>3C</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>6</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>9</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>10</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>11</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>12</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
</tbody>
</table>

Dorchester Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>FFY 2014</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State</td>
<td>Local</td>
<td>Target Met</td>
<td>Data meet the State target. No required action.</td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>Target</td>
<td>Results</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>0.29</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>3.29*</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>75.70%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>5.88%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>2.05%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>81.36%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>0.00%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>60.00%</td>
<td>Not Met</td>
<td>Data does not meet the State target in category 7A1. Improvement plan required.</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td></td>
<td></td>
<td></td>
<td>Data meets the State target in category 7A2. No required action.</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>67.00%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.00%</td>
<td>40.00%</td>
<td>Not Met</td>
<td>Data does not meet the State target. Improvement plan required.</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>50.00%</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>33.00%</td>
<td>Not Met</td>
<td>Data does not meet the State target in category 7C1. Improvement plan required.</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td></td>
<td></td>
<td></td>
<td>Data meets the State target in category 7C2. No required action.</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>67.00%</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>NA</td>
<td>Data meets the State target in 6-21. No required action.</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39.00%</td>
<td>51.00%</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td><strong>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>0.68</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.29</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Discrepancy exists in the category</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies/procedures/practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.49</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.24</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.94</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>1.08</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.92</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Disproportionate representation exits in the category.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No (0%)</td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td><strong>11</strong> Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>12</strong> Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>13</strong> Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>14</strong> Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>15</strong> State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>Disproportionate representation does not exist. No required action.</td>
</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.36</td>
<td>2.06*</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.40</td>
<td>1.14</td>
<td>1.09</td>
<td>1.50</td>
<td>0.98</td>
<td>1.59</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.99</td>
<td>1.04</td>
<td>1.29</td>
<td>0.84</td>
<td>0.70</td>
<td>0.85</td>
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</tr>
<tr>
<td>2 or more races</td>
<td>0.94</td>
<td>0.50</td>
<td>1.48</td>
<td>1.59</td>
<td>1.55</td>
<td>0.96</td>
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<tr>
<td>Hispanic</td>
<td>0.88</td>
<td>1.35</td>
<td>0.66</td>
<td>0.22</td>
<td>1.09</td>
<td>0.90</td>
<td></td>
</tr>
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</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>21.32*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.30*</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.70</td>
<td>1.59</td>
<td>1.97</td>
<td>1.76</td>
<td>0.98</td>
<td>1.21</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>27.18*</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.86</td>
<td>0.85</td>
<td>0.98</td>
<td>0.89</td>
<td>0.53</td>
<td>0.98</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>1.40</td>
<td>0.40</td>
<td>0.00</td>
<td>0.51</td>
<td>1.68</td>
<td>1.24</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.58</td>
<td>1.10</td>
<td>0.00</td>
<td>0.43</td>
<td>1.56</td>
<td>1.10</td>
<td></td>
</tr>
</tbody>
</table>
March 23, 2015

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

Dear Dr. Alban:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Frederick County Public Schools (FCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the FCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
Dr. Alban  
March 23, 2015  
Page Two

strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

Marcella E. Franczkowski

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.  
   Jack R. Smith, Ph.D.  
   Daniel Martz  
   Branch Chiefs
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://midideareport.org no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

3/14/15dr
FINAL
5. Child Find 0-1  
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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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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
        (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.
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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on 
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ 
none of the following seven (7) results 
indicator (4A (Single or Multiple), 5A, 
5B, and 5C, 8A, or 8B).

Correction of Noncompliance
The LSS did not correct all previously 
identified findings of noncompliance 
within two years of identification.

Compliance Indicators
AND
LSS demonstrated full compliance or 
substantial compliance for at least three 
(3) of six (6) compliance indicators (4, 
9, 10, 11, 12, 13).

Timely and Accurate Data
AND
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and 
completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of 
services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>Math 6th Grade</th>
<th>Social Studies 7th Grade</th>
<th>Science 8th Grade</th>
<th>Personal Finance (9^{\text{th}}-12^{\text{th}})</th>
<th>English (9^{\text{th}}-12^{\text{th}})</th>
<th>Art (9^{\text{th}}-12^{\text{th}})</th>
<th>Total Students - Regular Education</th>
<th>Total Students - Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 8th Grade</td>
<td>Social Studies 7th Grade</td>
<td>Math 6th Grade</td>
<td>Personal Finance (9^{\text{th}}-12^{\text{th}})</td>
<td>English (9^{\text{th}}-12^{\text{th}})</td>
<td>Art (9^{\text{th}}-12^{\text{th}})</td>
<td>Total Students - Regular Education</td>
<td>Total Students - Special Education</td>
</tr>
<tr>
<td>Science 8th Grade</td>
<td>Social Studies 7th Grade</td>
<td>Math 6th Grade</td>
<td>Personal Finance (9^{\text{th}}-12^{\text{th}})</td>
<td>English (9^{\text{th}}-12^{\text{th}})</td>
<td>Art (9^{\text{th}}-12^{\text{th}})</td>
<td>Total Students - Regular Education</td>
<td>Total Students - Special Education</td>
</tr>
<tr>
<td>Science 8th Grade</td>
<td>Social Studies 7th Grade</td>
<td>Math 6th Grade</td>
<td>Personal Finance (9^{\text{th}}-12^{\text{th}})</td>
<td>English (9^{\text{th}}-12^{\text{th}})</td>
<td>Art (9^{\text{th}}-12^{\text{th}})</td>
<td>Total Students - Regular Education</td>
<td>Total Students - Special Education</td>
</tr>
</tbody>
</table>

**Part B Graduate Results-Driver Accountability Plan**

**Division of Special Education/Early Intervention Services**
<table>
<thead>
<tr>
<th>Action Required</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013 (SPR 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous Results</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note of Performance for the Period July 1, 2013 – June 30, 2014**

Fremont County Public Schools
<table>
<thead>
<tr>
<th>Year</th>
<th>Action Required</th>
<th>Target Met</th>
<th>State Result</th>
<th>Local Result</th>
<th>Compliance Indicator</th>
<th>SPP/AP Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
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</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate Representation</td>
<td>N Size is &gt; 30</td>
<td>Category:</td>
<td>Excess in the</td>
<td>Representation</td>
<td>Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo</td>
<td>N Size is &gt; 30</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>---------------</td>
<td>----------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>White, 2 or more times 0.00; 0.00; 0.00; 0.00</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asian, 2 or more times 0.00; 0.00; 0.00; 0.00</td>
<td></td>
</tr>
<tr>
<td>Black, African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00</td>
<td></td>
</tr>
<tr>
<td>Two or more times 0.00; 0.00; 0.00; 0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Disproportionate Representation | N Size is > 30 | Category: | Excess in the | Representation | Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo | N Size is > 30 | Disproportionate \nrepresentation exists. No required action. |
|---------------------------------|---------------|-----------|---------------|----------------|-------------------------------------------------|
| Hispanic                        |               |           |               |                | Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00 |
| White                           |               |           |               |                | White, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Native Hawaiian/Alaska Native   |               |           |               |                | Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Asian                           |               |           |               |                | Asian, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Black, African American         |               |           |               |                | Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Two or more times 0.00; 0.00; 0.00; 0.00 |

| Disproportionate Representation | N Size is > 30 | Category: | Excess in the | Representation | Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo | N Size is > 30 | Disproportionate \nrepresentation exists. No required action. |
|---------------------------------|---------------|-----------|---------------|----------------|-------------------------------------------------|
| Hispanic                        |               |           |               |                | Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00 |
| White                           |               |           |               |                | White, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Native Hawaiian/Alaska Native   |               |           |               |                | Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Asian                           |               |           |               |                | Asian, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Black, African American         |               |           |               |                | Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Two or more times 0.00; 0.00; 0.00; 0.00 |

| Disproportionate Representation | N Size is > 30 | Category: | Excess in the | Representation | Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo | N Size is > 30 | Disproportionate \nrepresentation exists. No required action. |
|---------------------------------|---------------|-----------|---------------|----------------|-------------------------------------------------|
| Hispanic                        |               |           |               |                | Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00 |
| White                           |               |           |               |                | White, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Native Hawaiian/Alaska Native   |               |           |               |                | Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Asian                           |               |           |               |                | Asian, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Black, African American         |               |           |               |                | Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Two or more times 0.00; 0.00; 0.00; 0.00 |

| Disproportionate Representation | N Size is > 30 | Category: | Excess in the | Representation | Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo | N Size is > 30 | Disproportionate \nrepresentation exists. No required action. |
|---------------------------------|---------------|-----------|---------------|----------------|-------------------------------------------------|
| Hispanic                        |               |           |               |                | Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00 |
| White                           |               |           |               |                | White, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Native Hawaiian/Alaska Native   |               |           |               |                | Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Asian                           |               |           |               |                | Asian, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Black, African American         |               |           |               |                | Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Two or more times 0.00; 0.00; 0.00; 0.00 |

<p>| Disproportionate Representation | N Size is &gt; 30 | Category: | Excess in the | Representation | Representation is due to disproportionate \nrepresentation of \npractices contribute to the \nNo | N Size is &gt; 30 | Disproportionate \nrepresentation exists. No required action. |
|---------------------------------|---------------|-----------|---------------|----------------|-------------------------------------------------|
| Hispanic                        |               |           |               |                | Hispanic, 2 or more times 0.78; 0.00; 0.78; 0.00 |
| White                           |               |           |               |                | White, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Native Hawaiian/Alaska Native   |               |           |               |                | Native Hawaiian/Alaska Native, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Asian                           |               |           |               |                | Asian, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Black, African American         |               |           |               |                | Black, African American, 2 or more times 0.00; 0.00; 0.00; 0.00 |
| Two or more times 0.00; 0.00; 0.00; 0.00 |</p>
<table>
<thead>
<tr>
<th>%</th>
<th>100%</th>
<th>Compliant: Action Required</th>
<th>Met</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Compliant: Data Verified, No Required Action</td>
<td>Met</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>Compliant: Data Verified, No Required Action</td>
<td>Met</td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
<td>100%</td>
<td>Compliant: Data Verified, No Required Action</td>
<td>Met</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results Indicators</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013 (SFY 2014) Part B Indicators</td>
<td>%</td>
</tr>
<tr>
<td>Previous Results</td>
<td>%</td>
</tr>
<tr>
<td>FY 2013</td>
<td>%</td>
</tr>
<tr>
<td>FY 2012</td>
<td>%</td>
</tr>
</tbody>
</table>

Results Indicators:
- 11: Percentage of students with written evaluated within 60 calendar days
- 12: Eligible children exiting Part C at age 3 have
- 13: Eligible children exiting Part C at age 16 and above
- 20: Previously Reported data are timely and accurate
- 15: Timely correction of noncompliance requirements

Note: The table includes various data points related to compliance and results indicators for different fiscal years.
<table>
<thead>
<tr>
<th>Required Action</th>
<th>FFY 2013 (SY 2014) Part B Indicators</th>
<th>FFY 2012 (SY 2013) Part B Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compliance Indicator</td>
<td>Compliance Indicator</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>Black/African American Native</td>
<td>Black/African American Native</td>
</tr>
<tr>
<td></td>
<td>Hawaiian/Pacific Islander</td>
<td>Hawaiian/Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>2 or more races</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>Disproportionate representation exists</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation due to inappropriate identification</td>
<td>Disproportionate representation due to inappropriate identification</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30</td>
<td>N size is &lt; 30</td>
</tr>
<tr>
<td></td>
<td>FFY 2013 results:</td>
<td>FFY 2012 results:</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
</tr>
<tr>
<td>Autism</td>
<td>0.51</td>
<td>0.85</td>
</tr>
<tr>
<td>Speech Impairment</td>
<td>0.65</td>
<td>0.65</td>
</tr>
<tr>
<td>Other Health</td>
<td>0.66</td>
<td>0.66</td>
</tr>
<tr>
<td>Intellectual</td>
<td>1.51</td>
<td>1.51</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
March 23, 2015

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

Dear Dr. Wilson:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Garrett County Board of Education (GCBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the GCBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Jennifer Kotulak
    Branch Chiefs
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:

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

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FINAL
The following Part B indicators are included in assigning determinations:

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

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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND
Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
## Division of Special Education/Early Intervention Services
### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; ( Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and SC</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>3 of 6</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
## Garrett County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>State Target: 59.19% Local Results: 56.25% Target Met: Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
<td>FY 2012: 69.23% FY 2011: 52.78%</td>
</tr>
<tr>
<td>2. Students with IEPs dropping out (Option 2 leaver rate data based on SY 12-13)</td>
<td>State Target: 4.95% Local Results: ≤3.0% Target Met: Met</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
<td>FY 2012: 72.00% FY 2011: 50.00%</td>
</tr>
<tr>
<td>3A. State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading: Not Met AMO for Math: Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
<td>Not Met Met</td>
</tr>
<tr>
<td>3B. State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>State Target: ≥ 95% Local Results: Yes Target Met: Met</td>
<td>Data meets the State target. No required action.</td>
<td>Met ≥95%</td>
</tr>
<tr>
<td>3C. State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics: 67.40% Reading: 72.80%</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
<td>FY 2012: 67.86% FY 2011: 78.38%</td>
</tr>
</tbody>
</table>

Garrett Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple suspensions (&gt; 10 days): Disabled vs. non-disabled</td>
<td>&lt; 2.0</td>
<td>Met</td>
<td>Data meet the State target. No required action.</td>
</tr>
<tr>
<td>N size is &lt; 30°</td>
<td>0.00</td>
<td></td>
<td>1.68</td>
</tr>
<tr>
<td>Single suspensions (&gt; 10 days): Disabled vs. non-disabled</td>
<td>&lt; 2.0</td>
<td>Met</td>
<td>Data meet the State target. No required action.</td>
</tr>
<tr>
<td>N size is &lt; 30°</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>5 A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥ 58.40%</td>
<td>79.84%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>5 B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤ 13.26%</td>
<td>6.18%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>5 C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤ 6.69%</td>
<td>2.42%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>6 A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Early Childhood setting the majority of the day</td>
<td>≥ 64.10%</td>
<td>73.33%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>6 B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td>≤ 18.90%</td>
<td>0.00%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>7 A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>68.75%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>65.22%</td>
</tr>
<tr>
<td><strong>7 B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>58.82%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>56.52%</td>
</tr>
<tr>
<td><strong>7 C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>75.00%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>73.91%</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39.00%</td>
<td>46.00%</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>5.88%</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>70.59%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
</tr>
</tbody>
</table>

Garrett Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4B</strong></td>
<td><strong>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</strong></td>
<td></td>
<td>FFY 2011 FFY 2012</td>
</tr>
<tr>
<td></td>
<td>Discrepancy exists in the category</td>
<td></td>
<td>0.00 0.00</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td>No No</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td>FFY 2011 FFY 2012</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exits in the category.</td>
<td></td>
<td>0.24 1.20</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td>0.74 0.26</td>
</tr>
</tbody>
</table>

| **Amer Indian/Alaska Native** | | No significant discrepancy. No required action. |
| **Asian** | | 0.00 0.00 |
| **Black or African American** | | 0.00 0.00 |
| **Native Haw/Pacific Islander** | | 0.00 0.00 |
| **White** | | 1.45 0.00 |
| **2 or more races** | | 0.00 0.00 |
| **Hispanic** | | 0.00 0.00 |

| Policies/procedures/Practices contribute to the discrepancy | No | No |

**Disproportionate representation is due to inappropriate identification**

| **Amer Indian/Alaska Native** | | No (0%) |
| **Asian** | | No (0%) |
| **Black, African American** | | 0.00 0.26 |
| **Native Haw/Pacific Islander** | | 0.25 0.42 |
| **White** | | 0.31 0.60 |
| **2 or more races** | | 0.24 1.20 |
| **Hispanic** | | 0.74 0.26 |

Garrett Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td>State Target</td>
<td>Local Results</td>
</tr>
<tr>
<td>11. Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>12. Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>13. Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action</td>
</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.94</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>0.00</td>
<td>0.00</td>
<td>19.65*</td>
<td>0.00</td>
<td>0.00</td>
<td>13.22*</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.98</td>
<td>3.89</td>
<td>0.10</td>
<td>0.00</td>
<td>0.00</td>
<td>0.08</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>3.72*</td>
<td>2.11*</td>
<td>0.41</td>
<td>0.00</td>
<td>0.00</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.48*</td>
<td>1.47</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

**N size is < 30**

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>0.00</td>
<td>0.00</td>
<td>14.38*</td>
<td>7.05*</td>
<td>0.00</td>
<td>29.13*</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1.28</td>
<td>4.79</td>
<td>0.10</td>
<td>0.35</td>
<td>0.00</td>
<td>0.07</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>3.47*</td>
<td>1.38</td>
<td>0.14</td>
<td>0.00</td>
<td>0.00</td>
<td>0.31</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.56*</td>
<td>1.43</td>
<td>0.27</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

**N size is < 30**

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Garrett Co. Annual Data Rpt FFY 2013
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Harford County Public Schools (HCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the HCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
Jack R. Smith, Ph.D.
Susan Austin
Branch Chiefs
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:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>Skills</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td></td>
</tr>
<tr>
<td>4B. Family Survey – Effectively</td>
<td></td>
</tr>
<tr>
<td>communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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(c) 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:
  o Local Self-Assessment of Performance and Compliance;
  o 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at least one of the following seven (7) results indicators (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

**Compliance Indicators**
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

**Timely and Accurate Data**
The LSS Data are not timely or accurate.

**Needs Substantial Intervention**
LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR
LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR
LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Harford County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>67.02%</td>
<td>Met</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>≤4.95%</td>
<td>4.47%</td>
<td>Met</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>52.50%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>61.29%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>50.82%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>67.76%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>41.60%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>56.14%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>37.32%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>56.83%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>24.49%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>45.34%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>55.13%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>48.64%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Mathematics 67.40% Reading 72.80%</td>
<td>47.88%</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Harford Co. Annual Data Report FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
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<tbody>
<tr>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
<td><strong>FFY 2012</strong></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>1.13 Met</td>
<td>1.14</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>83.83% Met</td>
<td>84.10%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>3.27% Met</td>
<td>3.17%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>7.58% Not Met</td>
<td>7.40%</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>52.93% Not Met</td>
<td>44.27%</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>18.28% Met</td>
<td>24.84%</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30% Not Met</td>
<td>51.80</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40% Not Met</td>
<td>58.80%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00% Not Met</td>
<td>41.40%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70% Not Met</td>
<td>47.10%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50% Not Met</td>
<td>40.60%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>67.30% Not Met</td>
<td>56.10%</td>
</tr>
<tr>
<td>8 Parent Survey</td>
<td>Age 3-5</td>
<td>47% Met</td>
<td>43.00%</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39% Not Met</td>
<td>40.00%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.0% Not Met</td>
<td>Disaggregated LSS data not available at this time.</td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.0% Met</td>
<td>Data meets the State's target. Improvement Plan required.</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.0%</td>
<td>Data meets the State's target. Improvement Plan required.</td>
</tr>
</tbody>
</table>

Harford Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Results Indicator [ ] Compliance Indicator</td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td><strong>4B</strong> Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>Amer Indi/Alaska Native</td>
<td>&lt;2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt;2.0</td>
<td>1.53</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt;2.0</td>
<td>0.85</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>4.39*</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
<td>Met</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td>Amer Indian/Alaska Native</td>
<td>&lt;2.0</td>
<td>2.84*</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.57</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt;2.0</td>
<td>1.60</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt;2.0</td>
<td>1.69</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt;2.0</td>
<td>0.78</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>0.33</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>0.87</td>
<td>Met</td>
</tr>
<tr>
<td>Disproportionate representation exits in the category.</td>
<td>No (0%)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>99.41%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>99.45%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>(Previously Indicator 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State reported data are timely and accurate</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>

Harford Co. Annual Data Rpt FFY 2013
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2.94*</td>
<td>1.99</td>
<td>6.89*</td>
<td>2.39</td>
<td>3.17*</td>
<td>2.79*</td>
<td>Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action</td>
</tr>
<tr>
<td>Asian</td>
<td>0.68</td>
<td>0.25</td>
<td>0.17</td>
<td>1.06</td>
<td>1.64</td>
<td>0.22</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.48</td>
<td>1.61</td>
<td>1.88</td>
<td>1.46</td>
<td>1.07</td>
<td>1.81</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>1.49</td>
<td>0.00</td>
<td>2.24*</td>
<td>1.48</td>
<td>2.91*</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.48</td>
<td>0.76</td>
<td>0.66</td>
<td>0.77</td>
<td>1.01</td>
<td>0.79</td>
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</tr>
<tr>
<td>2 or more races</td>
<td>0.17</td>
<td>0.36</td>
<td>0.33</td>
<td>0.32</td>
<td>0.36</td>
<td>0.28</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.86</td>
<td>1.17</td>
<td>1.00</td>
<td>0.87</td>
<td>0.65</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
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<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.98</td>
<td>1.64</td>
<td>1.10</td>
<td>0.46</td>
<td>1.66</td>
<td>No significant disproportionate representation exists. No required action</td>
</tr>
<tr>
<td>Asian</td>
<td>0.51</td>
<td>0.28</td>
<td>0.08</td>
<td>0.56</td>
<td>0.69</td>
<td>0.18</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.65</td>
<td>1.54</td>
<td>1.70</td>
<td>0.67</td>
<td>0.95</td>
<td>1.47</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>1.20</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>1.39</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.81</td>
<td>0.72</td>
<td>0.98</td>
<td>1.48</td>
<td>1.32</td>
<td>1.02</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.85</td>
<td>0.79</td>
<td>0.99</td>
<td>1.19</td>
<td>0.80</td>
<td>0.97</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.68</td>
<td>1.17</td>
<td>0.38</td>
<td>1.02</td>
<td>0.70</td>
<td>0.51</td>
<td></td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Howard County Public Schools (HCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the HCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECCAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Patty Daley
   Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

3/14/15drr
FINAL
The following Part B indicators are included in assigning determinations:

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

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 witholding 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

AND

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at \( \leq \) none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B). AND

**Compliance Indicators**
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously identified findings of noncompliance within two years of identification. AND

**Timely and Accurate Data**
The LSS Data are not timely or accurate.

**Needs Substantial Intervention**

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

**OR**

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

**OR**

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td>6A and 6B</td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>State</strong></td>
<td><strong>Local</strong></td>
</tr>
<tr>
<td>Students with IEPs graduating with a regular diploma- 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥ 59.19%</td>
<td>68.36%</td>
</tr>
<tr>
<td>Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤ 4.95%</td>
<td>3.21%</td>
</tr>
<tr>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
</tr>
<tr>
<td>AMO for Mathematics</td>
<td>AMO for Mathematics</td>
<td>Not Met</td>
</tr>
<tr>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
</tr>
<tr>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>6</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>6</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
<tr>
<td>HS</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>HS</td>
<td>Reading</td>
<td>72.80%</td>
</tr>
</tbody>
</table>

Howard Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>FFY 2012</td>
<td>FFY 2011</td>
<td>State Target</td>
</tr>
<tr>
<td>Multiple suspensions ( &gt; 10 days ); Disabled vs. nondisabled</td>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>2.09*</td>
<td>Met</td>
</tr>
<tr>
<td>Single suspensions ( &gt; 10 days ); Disabled vs. nondisabled</td>
<td>N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>3.41*</td>
<td>Met</td>
</tr>
<tr>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td></td>
<td>≥68.40%</td>
<td>81.79%</td>
<td>Met</td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td></td>
<td>≤13.26%</td>
<td>1.45%</td>
<td>Met</td>
</tr>
<tr>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td></td>
<td>≤6.69%</td>
<td>6.41%</td>
<td>Met</td>
</tr>
<tr>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td></td>
<td>≥64.11%</td>
<td>81.49%</td>
<td>Met</td>
</tr>
<tr>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td></td>
<td>&lt;18.90%</td>
<td>1.26%</td>
<td>Met</td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>59.46%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>68.42%</td>
<td>Met</td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>46.15%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>56.14%</td>
<td>Met</td>
</tr>
<tr>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>61.11%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>70.18%</td>
<td>Met</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Age 3-5</td>
<td>47%</td>
<td>48%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Age 6-21</td>
<td>39%</td>
<td>42%</td>
<td>Met</td>
</tr>
<tr>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35%</td>
<td>47.91%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68%</td>
<td>80.61%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Howard Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>FFY 2013</td>
<td></td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No (0%)</td>
<td>No</td>
</tr>
<tr>
<td><strong>Previous Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2012</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>FFY 2011</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>FFY 2013 (SFY 2014) Part B Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No</td>
</tr>
<tr>
<td><strong>Previous Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2012</td>
<td>0.70</td>
<td>0.82</td>
</tr>
<tr>
<td>FFY 2011</td>
<td>0.40</td>
<td>0.39</td>
</tr>
<tr>
<td>Howard Co. Annual Data Rpt FFY 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</strong></td>
<td>100%</td>
<td>96.25% Not Met</td>
</tr>
<tr>
<td><strong>Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</strong></td>
<td>100%</td>
<td>100% Met</td>
</tr>
<tr>
<td><strong>Percentage of youth age 16 and above whose IEP meets secondary transition requirements</strong></td>
<td>100%</td>
<td>100% Met</td>
</tr>
<tr>
<td><strong>Timely correction of noncompliance (Previously Indicator 15)</strong></td>
<td>100%</td>
<td>100% Met</td>
</tr>
<tr>
<td><strong>State reported data are timely and accurate (Previously Indicator 20)</strong></td>
<td>100%</td>
<td>100% Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2.41*</td>
<td>0.42</td>
<td>2.17*</td>
<td>0.62</td>
<td>0.00</td>
<td>1.54</td>
<td>Disproportionate representation does not exist. No action required.</td>
</tr>
<tr>
<td>Asian</td>
<td>0.39</td>
<td>0.19</td>
<td>0.29</td>
<td>0.60</td>
<td>0.80</td>
<td>0.17</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.51</td>
<td>1.68</td>
<td>1.68</td>
<td>1.24</td>
<td>1.10</td>
<td>1.76</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>1.14</td>
<td>2.95*</td>
<td>1.70</td>
<td>1.05</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.78</td>
<td>0.71</td>
<td>0.69</td>
<td>0.79</td>
<td>1.05</td>
<td>0.78</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.62</td>
<td>0.55</td>
<td>1.08</td>
<td>0.85</td>
<td>0.85</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.03</td>
<td>1.17</td>
<td>0.92</td>
<td>1.27</td>
<td>0.85</td>
<td>0.75</td>
<td></td>
</tr>
</tbody>
</table>

**N size is < 30**

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2012 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2.23*</td>
<td>0.40</td>
<td>2.36*</td>
<td>0.58</td>
<td>0.00</td>
<td>0.73</td>
<td>NA</td>
</tr>
<tr>
<td>Asian</td>
<td>0.48</td>
<td>0.15</td>
<td>0.23</td>
<td>0.52</td>
<td>0.79</td>
<td>0.22</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.45</td>
<td>1.58</td>
<td>1.46</td>
<td>1.43</td>
<td>1.06</td>
<td>1.74</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.80</td>
<td>1.19</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.79</td>
<td>0.72</td>
<td>0.78</td>
<td>0.71</td>
<td>1.11</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.62</td>
<td>0.67</td>
<td>1.27</td>
<td>0.86</td>
<td>0.72</td>
<td>0.77</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.04</td>
<td>1.26</td>
<td>0.98</td>
<td>1.24</td>
<td>0.82</td>
<td>0.77</td>
<td></td>
</tr>
</tbody>
</table>

**N size is < 30**

Disproportionate representation is due to inappropriate identification.
March 23, 2015

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

Dear Dr. Couch:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Kent County Public Schools (KCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the KCPS has achieved the determination status of “Meets Requirements.”

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

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

MF/DRR/cc

Attachments

c:  Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Wendy Keen
    Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
<tr>
<td>Correction of Noncompliance</td>
<td>Data and Submission of Reports</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Corrective action</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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 grantees 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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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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Corrected of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

AND

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Corrected of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at least none of the following seven (7) results indicators (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

**Compliance Indicators**
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

**Timely and Accurate Data**
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

**OR**

LSS failure to substantively comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

**OR**

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY (SFY)</th>
<th>School Age LRE</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Kent County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥ 59.19%</td>
<td>77.78</td>
<td>Met</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>7.14%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>3 Mathematics</td>
<td>67.40</td>
<td>35.71%</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>40.00%</td>
<td>Not Met</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>67.40</td>
<td>53.85%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>68.18%</td>
<td>Not Met</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>67.40</td>
<td>39.13%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>73.91%</td>
<td>Met</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>67.40</td>
<td>20.00%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>20.00%</td>
<td>Not Met</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>67.40</td>
<td>35.71%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>33.33%</td>
<td>Not Met</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>67.40</td>
<td>16.67%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>16.67%</td>
<td>Not Met</td>
</tr>
<tr>
<td>H5 Mathematics</td>
<td>67.40</td>
<td>47.37%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80</td>
<td>44.44%</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Kent Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>4A Single suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>75.32%</td>
<td>Met</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>11.26%</td>
<td>Met</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
<td>3.90%</td>
<td>Met</td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.16%</td>
<td>89.66%</td>
<td>Met</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>&lt;18.90%</td>
<td>3.45%</td>
<td>Met</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>33.33%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>83.33%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>66.67%</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>47%</td>
<td>NA</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 6-21</td>
<td>39%</td>
<td>19%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35%</td>
<td>26.47%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68%</td>
<td>73.53%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>0.56%</td>
<td>0.39%</td>
<td>0.00%</td>
</tr>
<tr>
<td>----</td>
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<tr>
<td>2.0</td>
<td>0.94%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Significant disproportionally exists, MSEDE**

- Hispanic
- White
- Black, African American
- Asian
- American Indian/Alaska Native
- Other
- 2 or more races
- Hispanic, White
- Hispanic, Black, African American
- Hispanic, Asian
- Hispanic, American Indian/Alaska Native
- White, Black, African American
- White, Asian
- White, American Indian/Alaska Native
- 2 or more races, Hispanic
- 2 or more races, White
- 2 or more races, Black, African American
- 2 or more races, Asian
- 2 or more races, American Indian/Alaska Native
- 2 or more races, 2 or more races
- Hispanic, Hispanic
- Hispanic, White
- Hispanic, Black, African American
- Hispanic, Asian
- Hispanic, American Indian/Alaska Native
- White, Hispanic
- White, White
- Black, African American, Black, African American
- Asian, Asian
- American Indian/Alaska Native, American Indian/Alaska Native
- 2 or more races, 2 or more races
- 2 or more races, Hispanic
- 2 or more races, White
- 2 or more races, Black, African American
- 2 or more races, Asian
- 2 or more races, American Indian/Alaska Native
- Hispanic, 2 or more races
- White, 2 or more races
- Black, African American, 2 or more races
- Asian, 2 or more races
- American Indian/Alaska Native, 2 or more races

**Results Indicators**

- SpEd APR Indicators
- Part B Indicators
- FY 2013 (SpEd 2014) Part B Indicators

**Previous Results**

- FY 2011
- FY 2012
- FY 2013

**Action Required**

- Target Results
- Local Results
- State Results
- Compliance Indicators
- APR Indicators
- Results Indicators
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Previous Results</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>Goal</th>
<th>Target</th>
<th>Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>

Note: The table contains various indicators and their previous results, goals, and target values for the fiscal years 2011, 2012, and 2013.

March 23, 2015

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

Dear Mr. Bowers:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B Indicators used to assign a local determination, the FFY 2013 Local Determination Scoring Criteria, and the Graduation Results-Driven Accountability Plan. The attached FFY 2013 Annual Data Table on SPP/APR Part B Indicators provides a three-year data analysis and required actions for the Montgomery County Public Schools (MCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the MCPS has achieved the determination status of “Needs Intervention.”

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

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.
Mr. Larry Bowers  
March 23, 2015  
Page Two  

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

Sincerely,  

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

MF/DRR/cc  

Attachments  

c:    Lillian M Lowery, Ed.D.  
      Jack R. Smith, Ph.D.  
      Gwendolyn Mason, Ed.D.  
      Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

3/14/15dr
FINAL.
develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Process</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A. LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; and 5B. LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day;</td>
<td>4B. Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity 9. Disproportionate Representation Disaggregated by Race/Ethnicity 10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability</td>
</tr>
<tr>
<td>4A. Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions &gt; than 10 days.</td>
<td>8A. Preschool Parent Survey; or 8B. School Age Parent Survey.</td>
</tr>
</tbody>
</table>

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 2
(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.
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;
o 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
# Division of Special Education/Early Intervention Services
## Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
# Montgomery County Public Schools

## Annual Data on SPP/APR Part B Indicators

### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>FFY 2013</td>
<td></td>
<td><strong>Previous Results:</strong></td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>1</td>
<td>Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥ 59.19%</td>
<td>67.51%</td>
</tr>
<tr>
<td>2</td>
<td>Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>3.63%</td>
</tr>
<tr>
<td>3A</td>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>AMO for Math</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B</td>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
</tr>
<tr>
<td>3C</td>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>43.57%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>61.05%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>49.13%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>66.36%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>38.16%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>72.82%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>43.57%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>58.51%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>44.22%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>57.24%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>36.92%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>53.24%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>59.61%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>60.74%</td>
</tr>
</tbody>
</table>

Montgomery Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (State)</th>
<th>FFY 2013 (Local)</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A Multiple suspensions (＞10 days): Disabled vs. nondisabled N size is ＜30*</td>
<td>＜2.0</td>
<td>3.20</td>
<td>Data does not meet the State target. Improvement plan required.</td>
<td>4.23</td>
</tr>
<tr>
<td>4A Single suspensions (＞10 days): Disabled vs. nondisabled N size is ＜30*</td>
<td>＜2.0</td>
<td>2.98</td>
<td>Data does not meet the State target. Improvement plan required.</td>
<td>2.23</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>67.35%</td>
<td>Data does not meet the State target. Improvement plan required.</td>
<td>67.49%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>13.06%</td>
<td>Data meets the State's target. No required action.</td>
<td>13.13%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>6.27%</td>
<td>Data meets the State's target. No required action.</td>
<td>5.68%</td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.1%</td>
<td>40.71%</td>
<td>Data does not meet the State target. Improvement plan required.</td>
<td>42.55%</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>＜18.90%</td>
<td>36.14%</td>
<td>Data does not meet the State target. Improvement plan required.</td>
<td>34.96%</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social - emotional skills</td>
<td>67.30%</td>
<td>65.63%</td>
<td>Data does not meet the State target for 7A1 and 7A2. Improvement Plan required.</td>
<td>60.8%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.00%</td>
<td>73.11%</td>
<td>Data meets the State targets for 7B1 and 7B2. No action required.</td>
<td>69.9%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>63.02%</td>
<td>Data meets the State target for 7C1 but does not meet for 7C2. Improvement plan required.</td>
<td>60.3%</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>47%</td>
<td>Data does not meet the State target for 3-5 or 6-21.</td>
<td>47.0%</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 6-21</td>
<td>39%</td>
<td>Data does not meet the State target. No required action.</td>
<td>42.0%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35%</td>
<td>Data meets the State target. No required action.</td>
<td></td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68%</td>
<td>Data meets the State target. No required action.</td>
<td></td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td>Disaggregated LSS data not available at this time.</td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
<td>Previous Results</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------</td>
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<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Discrepancy</td>
<td></td>
<td></td>
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<tr>
<td>(≥ 2.0) in the rate</td>
<td>Amer Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of suspensions and</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>expulsions of</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>students with IEPs</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
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<tr>
<td>by race/ethnicity</td>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
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<tr>
<td></td>
<td>&lt; 2.0</td>
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<td></td>
<td>White</td>
<td></td>
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<tr>
<td></td>
<td>&lt; 2.0</td>
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<tr>
<td></td>
<td>2 or more races</td>
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<tr>
<td></td>
<td>&lt; 2.0</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td></td>
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<tr>
<td></td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
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<tr>
<td>Discrepancy exists</td>
<td>Policies/procedures/practices</td>
<td>Significant</td>
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<tr>
<td>in the category</td>
<td>contribute to the discrepancy</td>
<td>discrepancy</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>No (0%)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Disproportionate representation (≥ 2.0)</td>
<td></td>
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<td></td>
<td>in special education of racial</td>
<td>Significant</td>
<td></td>
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<td></td>
<td>groups as a result of</td>
<td>disproportionality</td>
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<tr>
<td></td>
<td>inappropriate identification</td>
<td>does not exist.</td>
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<td></td>
<td>Disproportionate representation</td>
<td>No</td>
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<tr>
<td></td>
<td>exits in the category.</td>
<td>(0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
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<table>
<thead>
<tr>
<th>FFY</th>
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<tbody>
<tr>
<td>2012</td>
<td>2011</td>
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<tr>
<td>0.00</td>
<td>15.27*</td>
</tr>
<tr>
<td>1.08</td>
<td>1.58</td>
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<tr>
<td>7.27</td>
<td>7.27</td>
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<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>0.99</td>
<td>1.36</td>
</tr>
<tr>
<td>2.08*</td>
<td>1.57</td>
</tr>
<tr>
<td>2.32*</td>
<td>3.27</td>
</tr>
<tr>
<td>0.90</td>
<td>0.95</td>
</tr>
<tr>
<td>0.45</td>
<td>0.44</td>
</tr>
<tr>
<td>1.27</td>
<td>1.28</td>
</tr>
<tr>
<td>0.50</td>
<td>0.44</td>
</tr>
<tr>
<td>0.86</td>
<td>0.87</td>
</tr>
<tr>
<td>0.78</td>
<td>0.75</td>
</tr>
<tr>
<td>1.15</td>
<td>1.13</td>
</tr>
</tbody>
</table>

Montgomery Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>98.28%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>99.05%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>&lt;100%</td>
<td>Not Met</td>
</tr>
<tr>
<td>(Previously Indicator 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>1.80</td>
<td>0.86</td>
<td>1.41</td>
<td>1.04</td>
<td>1.12</td>
<td>Significant disproportionality exists. A review of policies and procedures indicate appropriate identification. No required action.</td>
</tr>
<tr>
<td>Asian</td>
<td>0.64</td>
<td>0.24</td>
<td>0.17</td>
<td>0.75</td>
<td>0.77</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.03</td>
<td>1.39</td>
<td>2.26</td>
<td>0.99</td>
<td>0.90</td>
<td>1.21</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.89</td>
<td>1.91</td>
<td>0.24</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.48</td>
<td>0.67</td>
<td>0.72</td>
<td>0.85</td>
<td>1.41</td>
<td>1.13</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.53</td>
<td>0.74</td>
<td>0.84</td>
<td>0.89</td>
<td>0.95</td>
<td>0.87</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.21</td>
<td>1.64</td>
<td>0.43</td>
<td>1.50</td>
<td>0.55</td>
<td>0.72</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.83</td>
<td>1.43</td>
<td>0.70</td>
<td>1.18</td>
<td>NA</td>
</tr>
<tr>
<td>Asian</td>
<td>0.62</td>
<td>0.24</td>
<td>0.15</td>
<td>0.80</td>
<td>0.77</td>
<td>0.28</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.06</td>
<td>1.47</td>
<td>2.30</td>
<td>1.03</td>
<td>0.88</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>0.81</td>
<td>0.00</td>
<td>0.62</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.50</td>
<td>0.64</td>
<td>0.71</td>
<td>0.82</td>
<td>1.48</td>
<td>1.16</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.79</td>
<td>0.69</td>
<td>0.62</td>
<td>0.82</td>
<td>0.88</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.08</td>
<td>1.63</td>
<td>0.45</td>
<td>1.54</td>
<td>0.53</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Disproportionate representation is due to inappropriate identification.
March 23, 2015

Dr. Kevin M. Maxwell  
Chief Executive Officer  
Prince George’s County Public Schools  
14201 School Lane  
Upper Marlboro, MD 20772

Dear Dr. Maxwell:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Prince George’s County Public Schools (PGCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the PGCPS has achieved the determination status of “Needs Intervention.”

This is an improvement from last year’s local determination status, “Needs Substantial Intervention.” The new determination status is based on the positive data trends listed below:

- An increase in the number of students with disabilities receiving special education services in the general education classroom with nondisabled peers > 80% of the school day; and
- An increase in the number of Parent Survey responses from both parents of school-age children and youth with disabilities.

The longstanding determination status of “Needs Substantial Intervention” of the PGCPS triggered its participation in joint State and local focused meetings to review progress with the DSE/EIS Assistant State Superintendent. With the improvement demonstrated over the past year, the PGCPS will continue to participate with the DSE/EIS leadership to jointly identify continued technical assistance and support. This focused attention is essential to ensure systemic improvement strategies are implemented with fidelity and expected outcomes.

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:
Dr. Maxwell  
March 23, 2015  
Page Two

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.  
Jack R. Smith, Ph.D.  
Joan Rothgeb, Ed.S.  
Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

3/14/15dir
FINAL
The following Part B indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Process</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A. LRE for Students Ages 6-21 – Inside the regular class 80% or more of the day; and 5B. LRE for Students Ages 6-21 – Inside the regular class less than 40% of the day;</td>
<td>4B. Suspension/Expulsion – Significant Discrepancy Disaggregated by Race/Ethnicity</td>
</tr>
<tr>
<td>5C. LRE for Students Ages 6-21 – In separate schools, residential facilities, or homebound/hospital placements.</td>
<td>9. Disproportionate Representation Disaggregated by Race/Ethnicity</td>
</tr>
<tr>
<td>4A. Suspension/Expulsion – Significant Discrepancy in Single or Multiple Suspensions/Expulsions &gt; than 10 days.</td>
<td>10. Disproportionate Representation Disaggregated by Race/Ethnicity and Disability</td>
</tr>
<tr>
<td>8A. Preschool Parent Survey; or 8B. School Age Parent Survey.</td>
<td>11. Initial Evaluation Timeline</td>
</tr>
</tbody>
</table>

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
        (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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

AND

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

AND

Correlation of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

**Results Process Indicators**
LSS met or exceeded State targets in at ≤
none of the following seven (7) results
indicator (4A (Single or Multiple), 5A,
5B, and 5C, 8A, or 8B).

**Compliance Indicators**
AND
LSS demonstrated full compliance or
substantial compliance for at least three
(3) of six (6) compliance indicators (4,
9, 10, 11, 12, 13).

**Correction of Noncompliance**
The LSS did not correct all previously
identified findings of noncompliance
within two years of identification.

**Timely and Accurate Data**
AND
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and
completion of corrective actions for two or more years from date of identification.

**OR**

LSS failure to substantially comply has affected the core requirements, such as the delivery of
services to students with disabilities or to provide effective general supervision and oversight.

**OR**

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY SFY (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
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<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
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<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
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<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
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<td>AMO Reading or Math</td>
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<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 5</td>
<td>AMO Reading or Math</td>
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DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>≤4.95%</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>State Assessment: AMO for Reading, subgroup in the LEA</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>Data meets the State target. No required action.</td>
</tr>
<tr>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td></td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
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</tbody>
</table>

**Prince George’s Annual Data Rpt FFY 2013**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
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<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30°</td>
<td>&lt; 2.0</td>
<td>4.61</td>
<td>Not Met</td>
</tr>
<tr>
<td>4A Single suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30°</td>
<td>&lt; 2.0</td>
<td>2.05</td>
<td>Not Met</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>53.56%</td>
<td>Not Met</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>27.94%</td>
<td>Not Met</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>9.32%</td>
<td>Not Met</td>
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<tr>
<td>facilities and home and hospital facilities</td>
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<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>43.69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>27.87%</td>
<td>Not Met</td>
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<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td></td>
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<tr>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>60.72%</td>
<td>Not Met</td>
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<tr>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>59.71%</td>
<td>Not Met</td>
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<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td></td>
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<tr>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>48.56%</td>
<td>Not Met</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>39.47%</td>
<td>Not Met</td>
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<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td></td>
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<tr>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>54.29%</td>
<td>Not Met</td>
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<tr>
<td>2. Exits within age expectations</td>
<td>67.30%</td>
<td>56.03%</td>
<td>Not Met</td>
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<td>8 Parent Survey</td>
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<tr>
<td>Age 3-5</td>
<td>47.00%</td>
<td>44.00%</td>
<td>Not Met</td>
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<tr>
<td>Age 6-21</td>
<td>39%</td>
<td>35.00%</td>
<td>Not Met</td>
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<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
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<td>the time they left school, and were:</td>
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<tr>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>19.83%</td>
<td>Not Met</td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>40.68%</td>
<td>Not Met</td>
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<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
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Prince George's Co. Annual Data Rpt FFY 2013
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<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Target</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
</tr>
<tr>
<td><strong>Discrepancy</strong> (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>&lt;2.0</td>
<td>2.49*</td>
<td>Not Met</td>
</tr>
<tr>
<td>Amer Indi/Alaska Native</td>
<td>&lt;2.0</td>
<td>0.73</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;2.0</td>
<td>4.77</td>
<td>Not Met</td>
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<tr>
<td>Black or African American</td>
<td>&lt;2.0</td>
<td>0.00</td>
<td>Met</td>
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<tr>
<td>Native Haw/Pacific Islander</td>
<td>&lt;2.0</td>
<td>1.53</td>
<td>Met</td>
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<tr>
<td>White</td>
<td>&lt;2.0</td>
<td>1.46</td>
<td>Met</td>
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<tr>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>1.58</td>
<td>Met</td>
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<tr>
<td><strong>Discrepancy exists in the category</strong></td>
<td>2 or more races</td>
<td>1.46</td>
<td>Met</td>
</tr>
<tr>
<td><strong>N size is &lt; 30</strong></td>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</strong></td>
<td>Amer Indian/Alaska Native</td>
<td>&lt;2.0</td>
<td>1.11</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;2.0</td>
<td>0.41</td>
<td>Met</td>
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<tr>
<td>Black, African American</td>
<td>&lt;2.0</td>
<td>0.97</td>
<td>Met</td>
</tr>
<tr>
<td>Native Haw/Pacific Islander</td>
<td>&lt;2.0</td>
<td>0.07</td>
<td>Met</td>
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<tr>
<td>White</td>
<td>&lt;2.0</td>
<td>1.38</td>
<td>Met</td>
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<tr>
<td>2 or more races</td>
<td>&lt;2.0</td>
<td>0.77</td>
<td>Met</td>
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<tr>
<td>Hispanic</td>
<td>&lt;2.0</td>
<td>0.71</td>
<td>Met</td>
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<tr>
<td><strong>Disproportionate representation exits in the category.</strong></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No</td>
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<tr>
<td><strong>Results Indicator  Compliance Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>97.47%</td>
<td>Not Met</td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td>100%</td>
<td>99.69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
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<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
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<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
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<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>FFY 2012 (SFY 2013) Part B Indicators</td>
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March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Queen Anne’s County Board of Education (QACBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the QACBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c:  Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Diane McGowan
    Branch Chiefs
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:

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

3/14/15drr
FINAL
<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Child Find 0-1</td>
<td>Timely and Accurate</td>
</tr>
<tr>
<td>6. Child Find 0-3</td>
<td></td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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
        (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 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

Timely and Accurate Data
The LSS Data are not timely or accurate.

AND

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
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<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
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<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>Post School Outcomes (14)</td>
<td>Preschool LRE (6)</td>
<td>Preschool Outcomes (7)</td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>Post School Outcomes (14)</td>
<td>Preschool LRE (6)</td>
<td>Preschool Outcomes (7)</td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>Post School Outcomes (14)</td>
<td>Preschool LRE (6)</td>
<td>Preschool Outcomes (7)</td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>Post School Outcomes (14)</td>
<td>Preschool LRE (6)</td>
<td>Preschool Outcomes (7)</td>
<td></td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>Post School Outcomes (14)</td>
<td>Preschool LRE (6)</td>
<td>Preschool Outcomes (7)</td>
<td></td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
## Queen Anne's County Public Schools

**Annual Data on SPP/APR Part B Indicators**

**Notice of Performance for the Period July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>FFY 2013</strong></td>
<td><strong>Action Required</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>1</td>
<td>Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19</td>
<td>73.47%</td>
</tr>
<tr>
<td>2</td>
<td>Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>≤4.95</td>
<td>3.76%</td>
</tr>
<tr>
<td>3A</td>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B</td>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>Met</td>
</tr>
<tr>
<td>3C</td>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>3</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>70.08%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40%</td>
<td>62.12%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>74.32%</td>
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<tr>
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<td>Mathematics</td>
<td>67.40%</td>
<td>44.71%</td>
</tr>
<tr>
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<td>Reading</td>
<td>72.80%</td>
<td>68.24%</td>
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<td>67.40%</td>
<td>27.06%</td>
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<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>63.53%</td>
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<td>Mathematics</td>
<td>67.40%</td>
<td>28.00%</td>
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<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>47.22%</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>67.40%</td>
<td>25.64%</td>
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<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40%</td>
<td>77.05%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>62.50%</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt;10 days): Disabled vs. nondisabled</td>
<td>&lt;2.0</td>
<td>6.81*</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>92.70%</td>
<td>Met</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>4.49%</td>
<td>Met</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>1.01%</td>
<td>Met</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≤64.10%5</td>
<td>53.85%</td>
<td>Not Met</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>24.04%</td>
<td>Not Met</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>75.00%</td>
<td>Met</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.00%</td>
<td>71.00%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>66.40%</td>
<td>78.57%</td>
<td>Met</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>79.00%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>64.10%</td>
<td>80.95%</td>
<td>Met</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Age 3-5</td>
<td>47.00%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>8A Age 6-21</td>
<td>39.00%</td>
<td>47.00%</td>
<td>Met</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>19.23%</td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>76.92%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
</tr>
<tr>
<td>SPP/ APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>4B</strong> Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exits in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State Target**<br>**Local Results**<br>**Target Met**

- **Amer Indian/Alaska Native**: < 2.0, 0.00, Met<br>- **Asian**: < 2.0, 0.00, Met<br>- **Black or African American**: < 2.0, 0.00, Met<br>- **Native Hawaiian/Pacific Islander**: < 2.0, 0.00, Met<br>- **White**: < 2.0, 4.27*, Met<br>- **2 or more races**: < 2.0, 0.00, Met<br>- **Hispanic**: < 2.0, 0.00, Met

**Action Required**
- No Significant discrepancy. No required action.

**Previous Results**

- FFY 2012: 0.00, 0.00<br>- FFY 2011: 0.00, 0.00

**Action Required**
- Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.

**Previous Results**

- FFY 2012: 0.84, 1.36<br>- FFY 2011: 0.59, 0.56

Queen Anne’s Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>97.06%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child’s</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.35</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Disproportionate representation exists</td>
<td>Asian</td>
<td>0.00</td>
<td>1.35</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.38*</td>
<td>2.16</td>
<td>3.35*</td>
<td>3.94*</td>
<td>0.85</td>
<td>1.93</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.71</td>
<td>0.64</td>
<td>0.33</td>
<td>0.54</td>
<td>1.16</td>
<td>0.86</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.73</td>
<td>2.00</td>
<td>0.00</td>
<td>0.93</td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.74</td>
<td>0.62</td>
<td>0.62</td>
<td>0.11</td>
<td>0.95</td>
<td>0.46</td>
</tr>
<tr>
<td><strong>N size is &lt; 30</strong></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2012 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>1.07</td>
<td>0.00</td>
<td>0.00</td>
<td>4.37*</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.62</td>
<td>0.00</td>
<td>0.42</td>
<td>1.04</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.22*</td>
<td>1.95</td>
<td>2.10*</td>
<td>3.22*</td>
<td>0.75</td>
<td>2.08*</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>2.04*</td>
<td>0.00</td>
<td>7.03*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.72</td>
<td>0.69</td>
<td>0.64</td>
<td>0.56</td>
<td>1.04</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.69</td>
<td>1.17</td>
<td>0.00</td>
<td>0.95</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.82</td>
<td>0.58</td>
<td>0.80</td>
<td>0.25</td>
<td>1.40</td>
<td>0.40</td>
</tr>
<tr>
<td><strong>N size is &lt; 30</strong></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the St. Mary’s County Public Schools (SMCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the SMCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
Mr. Smith  
March 23, 2015  
Page Two

strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.  
Jack R. Smith, Ph.D.  
Melissa Charbonnet  
Branch Chiefs
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:

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

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FINAL
Develop and Learn

5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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(e) and (d).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

Timely and Accurate Data
AND
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
### Division of Special Education/Early Intervention Services
#### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
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<td></td>
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<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan: Moving Maryland Forward Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FFY 2013</td>
<td>FFY 2012</td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>57.89%</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>3.33%</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>AMO for Math</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥95%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Compliance Indicator</strong></td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>HS Mathematics</td>
<td>Mathematics</td>
<td>67.40</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td><strong>SPP/APR Indicators</strong></td>
<td><strong>FFY 2013</strong></td>
</tr>
<tr>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td>State Target</td>
</tr>
<tr>
<td>4A</td>
<td>Multiple suspensions (&gt; 10 days): Disabled vs. non-disabled N size is &lt; 30*</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>Single suspensions (&gt; 10 days): Disabled vs. non-disabled N size is &lt; 30*</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>5A</td>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
</tr>
<tr>
<td>5B</td>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
</tr>
<tr>
<td>5C</td>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
</tr>
<tr>
<td>6A</td>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.1%</td>
</tr>
<tr>
<td>6B</td>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td>&lt;18.90%</td>
</tr>
<tr>
<td>7A</td>
<td>Age 3-5 Outcomes: Use of social - emotional skills</td>
<td>1. Exits with substantial growth 67.30%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations 66.40%</td>
<td>80.58</td>
</tr>
<tr>
<td>7B</td>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth 66.00%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations 55.70%</td>
<td>66.69</td>
</tr>
<tr>
<td>7C</td>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth 61.50%</td>
</tr>
<tr>
<td></td>
<td>2. Exits within age expectations 64.10%</td>
<td>76.70</td>
</tr>
<tr>
<td>8A</td>
<td>Parent Survey</td>
<td>Age 3-5 47%</td>
</tr>
<tr>
<td></td>
<td>Age 6-21 39%</td>
<td>42%</td>
</tr>
<tr>
<td>14</td>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS 35%</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS 68%</td>
<td>55.10%</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS 82%</td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Discrepancy</strong> <em>(≥ 2.0)</em> in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Aloka Native</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No (0%)</td>
<td>No (0%)</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation <em>(≥ 2.0)</em> in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists in the category.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disproportionate representation is due to inappropriate identification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Aloka Native</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>Met</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No (0%)</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Results Indicator</strong></td>
<td>Target</td>
<td>Local</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>98.74%</td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>15 State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong> 1. <strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>2.49*</td>
<td>2.36*</td>
<td>0.00</td>
<td>0.00</td>
<td>3.44*</td>
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<td>Asian</td>
<td>0.37</td>
<td>0.23</td>
<td>0.27</td>
<td>0.84</td>
<td>0.69</td>
<td>0.20</td>
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<tr>
<td>Black/African American</td>
<td>2.89</td>
<td>2.33</td>
<td>2.50</td>
<td>1.26</td>
<td>1.16</td>
<td>1.66</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.64*</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>White</td>
<td>0.47</td>
<td>0.59</td>
<td>0.66</td>
<td>0.82</td>
<td>0.91</td>
<td>0.78</td>
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<tr>
<td>2 or more races</td>
<td>0.44</td>
<td>0.70</td>
<td>0.16</td>
<td>1.17</td>
<td>0.68</td>
<td>0.91</td>
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<tr>
<td>Hispanic</td>
<td>0.71</td>
<td>0.69</td>
<td>0.51</td>
<td>0.94</td>
<td>1.15</td>
<td>0.82</td>
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<tr>
<td><strong>N size is &lt; 30</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
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<th>Other Health Impairment</th>
<th>Required Action</th>
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<td><strong>FFY 2012 results:</strong> 1. <strong>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>2.42*</td>
<td>2.01*</td>
<td>1.82</td>
<td>0.00</td>
<td>2.10*</td>
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</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.30</td>
<td>0.30</td>
<td>0.56</td>
<td>0.77</td>
<td>0.21</td>
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<tr>
<td>Black/African American</td>
<td>4.16</td>
<td>2.20</td>
<td>2.39</td>
<td>1.01</td>
<td>1.35</td>
<td>1.79</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.00</td>
<td>0.87</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
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<tr>
<td>White</td>
<td>0.42</td>
<td>0.68</td>
<td>0.63</td>
<td>0.81</td>
<td>0.83</td>
<td>0.63</td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>0.55</td>
<td>0.55</td>
<td>0.42</td>
<td>0.87</td>
<td>1.06</td>
<td>0.98</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.36</td>
<td>0.55</td>
<td>0.58</td>
<td>1.73</td>
<td>0.85</td>
<td>1.07</td>
<td></td>
</tr>
<tr>
<td><strong>N size is &lt; 30</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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St. Mary's Co Annual Data
Rpt FFY 2013
March 23, 2015

Dr. John B. Gaddis
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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Somerset County Public Schools (SCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the SCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

MF/DRR/CC

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Lynette Johnson
   Branch Chiefs
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:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
The following Part B indicators are included in assigning determinations:

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

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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND
Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
## Division of Special Education/Early Intervention Services
### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, 5C, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td>State Target</td>
</tr>
<tr>
<td>Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥ 59.19%</td>
<td>Not Met</td>
<td>52.17%</td>
</tr>
<tr>
<td>Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>Not Met</td>
<td>5.22%</td>
</tr>
<tr>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>AMO for Math</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>3 Mathematics</td>
<td>67.40</td>
<td>57.14</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>69.57</td>
</tr>
<tr>
<td></td>
<td>4 Mathematics</td>
<td>67.40</td>
<td>63.16</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>77.27</td>
</tr>
<tr>
<td></td>
<td>5 Mathematics</td>
<td>67.40</td>
<td>54.29</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>71.43</td>
</tr>
<tr>
<td></td>
<td>6 Mathematics</td>
<td>67.40</td>
<td>28.13</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>53.13</td>
</tr>
<tr>
<td></td>
<td>7 Mathematics</td>
<td>67.40</td>
<td>29.73</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>44.19</td>
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<td></td>
<td>8 Mathematics</td>
<td>67.40</td>
<td>17.86</td>
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<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>53.57</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>30.30</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>21.88</td>
</tr>
</tbody>
</table>

Somerset Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Target</strong></td>
<td>Local</td>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondonabled N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>Data meets the State target. No required action</td>
<td>2.01* 3.35*</td>
</tr>
<tr>
<td></td>
<td>3.20*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>Data meets the State target. No required action</td>
<td>0.00 83.85%</td>
</tr>
<tr>
<td></td>
<td>78.29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>Data does not meet the State target. Improvement Plan required.</td>
<td>0.00 11.28%</td>
</tr>
<tr>
<td></td>
<td>14.63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>Data meets the State target. No required action</td>
<td>3.09* 2.05%</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td>4.88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.19%</td>
<td>Data does not meet the State target. Improvement Plan required.</td>
<td>0.00 51.16%</td>
</tr>
<tr>
<td></td>
<td>62.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>&lt;18.90%</td>
<td>Data meets the State target. No required action</td>
<td>1.24 6.98%</td>
</tr>
<tr>
<td></td>
<td>2.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>Data meets the State target for 7A1 and 7A2. No required action.</td>
<td>0.00 83.33%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>83.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>73.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>66.00%</td>
<td>Data meets the State target for 7B1 and 7B2. No required action.</td>
<td>40.0% 100%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>86.67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>60.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>Data meets the State target for 7C1 and 7C2. No required action.</td>
<td>50.0% 50%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>75.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>73.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>Data meets the State target. No required action.</td>
<td>62.0% 60%</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 6-21</td>
<td>Data meets the State target. No required action.</td>
<td>67.0% 61%</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>48.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>Data does not meet the State target. Improvement Plan required.</td>
<td></td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>Data does not meet the State target. Improvement Plan required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46.15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>Disaggregated LSS data not available at this time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Results Indicator</td>
<td>Compliance Indicator</td>
<td>State Target</td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amer Indian/Alaska Native</strong></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>&lt; 2.0</td>
<td>3.83*</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>&lt; 2.0</td>
<td>1.30</td>
<td>Met</td>
</tr>
<tr>
<td><strong>2 or more races</strong></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>&lt; 2.0</td>
<td>9.47*</td>
<td>Met</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No (0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists in the category.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amer Indian/Alaska Native</strong></td>
<td>&lt; 2.0</td>
<td>6.51*</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>&lt; 2.0</td>
<td>0.54</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Black, African American</strong></td>
<td>&lt; 2.0</td>
<td>1.25</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>&lt; 2.0</td>
<td>1.19</td>
<td>Met</td>
</tr>
<tr>
<td><strong>2 or more races</strong></td>
<td>&lt; 2.0</td>
<td>0.65</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>&lt; 2.0</td>
<td>0.40</td>
<td>Met</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Somerset Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>98.51%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 State reported data are timely and accurate</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>(Previously Indicator 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.22*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.30*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.31*</td>
<td>1.81</td>
<td>1.17</td>
<td>0.36</td>
<td>1.04</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.99</td>
<td>1.07</td>
<td>1.71</td>
<td>0.89</td>
<td>2.49*</td>
<td>1.16</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.72</td>
<td>0.82</td>
<td>0.00</td>
<td>0.60</td>
<td>0.00</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.00</td>
<td>0.26</td>
<td>0.44</td>
<td>0.61</td>
<td>0.00</td>
<td>0.57</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2012 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.29*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.68*</td>
<td>2.05</td>
<td>1.52</td>
<td>0.49</td>
<td>0.89</td>
<td>1.38</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.58</td>
<td>0.88</td>
<td>1.62</td>
<td>1.78</td>
<td>2.04*</td>
<td>1.17</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.76</td>
<td>0.97</td>
<td>0.00</td>
<td>0.38</td>
<td>0.00</td>
<td>0.95</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.58</td>
<td>0.30</td>
<td>0.00</td>
<td>0.58</td>
<td>0.54</td>
<td>0.53</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation exists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Talbot County Public Schools (TCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the TCPS has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

Marcella E. Franczkowski

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Kristin Mentges
   Branch Chiefs
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:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
The following Part B indicators are included in assigning determinations:

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

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) Requires 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

AND

Correction of Noncompliance
LSS has corrected all previously identified findings of noncompliance within one year of identification.

AND

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
## Division of Special Education/Early Intervention Services
### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 <code>&lt;2013-2014&gt; (2015)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 <code>&lt;2014-2015&gt; (2016)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 <code>&lt;2015-2016&gt; (2017)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 <code>&lt;2016-2017&gt; (2018)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 <code>&lt;2017-2018&gt; (2019)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 <code>&lt;2018-2019&gt; (2020)</code></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward Action Imperatives*

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
**Talbot County Public Schools**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2013 – June 30, 2014**

### Table: SPP/APR Indicators for FY2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Local</td>
<td>Target Met</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>Results</td>
<td></td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥ 59.19%</td>
<td>55.56%</td>
<td>Not Met</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 lever rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>≤3.0%</td>
<td>Met</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics</td>
<td>67.40</td>
<td>55.00%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>59.38%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>50.00%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>67.50%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>41.67%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>52.17%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>25.00%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>41.67%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>36.84%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>31.58%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>13.64%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>31.82%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>67.40</td>
<td>39.13%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80</td>
<td>26.09%</td>
</tr>
</tbody>
</table>

Talbot Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Indicator</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>Compliance Indicator</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td><strong>4A</strong> Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>3.39*</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5A</strong> Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>74.34%</td>
</tr>
<tr>
<td><strong>5B</strong> Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>9.62%</td>
</tr>
<tr>
<td><strong>5C</strong> Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
<td>0.58%</td>
</tr>
<tr>
<td><strong>6A</strong> Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.11%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>6B</strong> Aged 3-5 LRE: Separate School or Class</td>
<td>&lt;18.90%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>7A</strong> Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exit with substantial growth</td>
<td>67.30%</td>
</tr>
<tr>
<td>2. Exit within age expectations</td>
<td>66.40%</td>
<td>90.48%</td>
</tr>
<tr>
<td><strong>7B</strong> Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exit with substantial growth</td>
<td>66.00%</td>
</tr>
<tr>
<td>2. Exit within age expectations</td>
<td>55.70%</td>
<td>85.71%</td>
</tr>
<tr>
<td><strong>7C</strong> Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exit with substantial growth</td>
<td>61.50%</td>
</tr>
<tr>
<td>2. Exit within age expectations</td>
<td>64.10%</td>
<td>90.48%</td>
</tr>
<tr>
<td><strong>8A</strong> Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39.00%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>1A</strong> Parent Survey</td>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>Data meets the State target.</td>
</tr>
<tr>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>29.17%</td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>87.50%</td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
</tr>
<tr>
<td>SPF/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>7.44*</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.31</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>29.10*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No (%)</td>
<td>No</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.42</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.61</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.87</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.78</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.67</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (%)</td>
<td>No</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talbot Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>98.66%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>88.89%</td>
<td>Not Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>15 State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>No significant disproportionate representation exists. No action required.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.42</td>
<td>0.00</td>
<td>0.50</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.96</td>
<td>1.85</td>
<td>1.36</td>
<td>1.26</td>
<td>1.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.54</td>
<td>0.89</td>
<td>1.89</td>
<td>0.91</td>
<td>1.29</td>
<td></td>
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<tr>
<td></td>
<td>2 or more races</td>
<td>0.77</td>
<td>0.64</td>
<td>0.00</td>
<td>0.76</td>
<td>1.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.41</td>
<td>0.41</td>
<td>0.00</td>
<td>1.07</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>1.46</td>
<td>0.38</td>
<td>0.00</td>
<td>0.63</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>1.49</td>
<td>1.78</td>
<td>1.74</td>
<td>1.02</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>14.73*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.49</td>
<td>0.79</td>
<td>1.41</td>
<td>0.84</td>
<td>2.20*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.71</td>
<td>0.79</td>
<td>0.00</td>
<td>1.33</td>
<td>1.42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1.46</td>
<td>0.50</td>
<td>0.00</td>
<td>1.46</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_Talbot Co. Annual Data Rpt FFY 2013_
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Washington County Board of Education (WCBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the WCBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships.
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

Marcella E. Franczkowski

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Jeff Gladhill
   Branch Chiefs
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:

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

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FINAL
develop and learn

5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan Moving Maryland Forward Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
# Washington County Public Schools

## Annual Data on SPP/APR Part B Indicators

**Notice of Performance for the Period July 1, 2013 – June 30, 2014**

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>State Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>1</td>
<td>Students with IEPs graduating with a regular diploma-4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>63.57%</td>
</tr>
<tr>
<td>2</td>
<td>Students with IEPs dropping out (Option 2 leaver rate data based on SY 12-13)</td>
<td>≤4.95%</td>
<td>3.55%</td>
</tr>
<tr>
<td>3A</td>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td>AMO for math</td>
<td>Not Met</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ 95%</td>
<td>Yes</td>
</tr>
<tr>
<td>3C</td>
<td>State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>28.57%</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>67.40%</td>
<td>41.33%</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80%</td>
<td>51.95%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>25.30%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80%</td>
<td>50.60%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>39.10%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80%</td>
<td>54.76%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>32.96%</td>
<td>Not Met</td>
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<td>Reading</td>
<td>72.80%</td>
<td>39.61%</td>
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<td>67.40%</td>
<td>32.35%</td>
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<td>Reading</td>
<td>72.80%</td>
<td>38.15%</td>
<td>Not Met</td>
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<td>Mathematics</td>
<td>67.40%</td>
<td>65.69%</td>
<td>Not Met</td>
</tr>
<tr>
<td>Reading</td>
<td>72.80%</td>
<td>51.26%</td>
<td>Not Met</td>
</tr>
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Washington Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td><strong>Local Results</strong></td>
<td><strong>Target Met</strong></td>
<td><strong>Action Required</strong></td>
<td><strong>FFY 2012</strong></td>
</tr>
<tr>
<td><strong>4A</strong></td>
<td>Multiple suspensions ( &gt; 10 days): Disabled vs. nondisabled</td>
<td>N size is &lt; 30&lt;sup&gt;a&lt;/sup&gt;</td>
<td>&lt; 2.0</td>
<td>3.10&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Single suspensions ( &gt; 10 days): Disabled vs. nondisabled</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>5A</strong></td>
<td>Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td></td>
<td>≥68.40%</td>
<td>79.83%</td>
</tr>
<tr>
<td><strong>5B</strong></td>
<td>Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td></td>
<td>≤13.26%</td>
<td>9.60%</td>
</tr>
<tr>
<td><strong>5C</strong></td>
<td>Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td></td>
<td>≤6.69%</td>
<td>4.22%</td>
</tr>
<tr>
<td><strong>6A</strong></td>
<td>Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td></td>
<td>≥64.10%</td>
<td>66.40%</td>
</tr>
<tr>
<td><strong>6B</strong></td>
<td>Aged 3-5 LRE: Separate School or Class</td>
<td></td>
<td>≤18.90%</td>
<td>2.00%</td>
</tr>
<tr>
<td><strong>7A</strong></td>
<td>Age 3-5 Outcomes: Use of social - emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>87.10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>85.37%</td>
</tr>
<tr>
<td><strong>7B</strong></td>
<td>Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>65.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>53.66%</td>
</tr>
<tr>
<td><strong>7C</strong></td>
<td>Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>58.82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>58.84%</td>
</tr>
<tr>
<td><strong>8A</strong></td>
<td>Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
<td>40.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age 6-21</td>
<td>39.00%</td>
<td>32.00%</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/1 year of leaving HS</td>
<td>35.00%</td>
<td>19.28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Higher ed or employed w/1 year of leaving HS</td>
<td>68.00%</td>
<td>61.45%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Higher ed or training program or employed w/1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
</tr>
</tbody>
</table>

Washington Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>Results Indicator &amp; Compliance Indicator</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>Disproportionate representation exists in the category</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>FFY 2013</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>FFY 2013</th>
<th>Local Results</th>
<th>Target Met</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>18.11*</td>
<td>Met</td>
<td>0.00</td>
<td>4.88*</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>1.76</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.96</td>
<td>Met</td>
<td>1.09</td>
<td>0.99</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.43</td>
<td>Met</td>
<td>0.44</td>
<td>0.48</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.42</td>
<td>Met</td>
<td>1.46</td>
<td>1.50</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.99</td>
<td>Met</td>
<td>0.89</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.91</td>
<td>Met</td>
<td>0.91</td>
<td>0.78</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.80</td>
<td>Met</td>
<td>0.74</td>
<td>0.66</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.80</td>
<td>Met</td>
<td>0.73</td>
<td>0.78</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No (0%)</td>
<td></td>
<td>No (0%)</td>
<td>No (0%)</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FFY 2013</td>
<td>Previous Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
<td>FFY 2012</td>
<td>FFY 2011</td>
</tr>
<tr>
<td>11</td>
<td>Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
<td>Compliant. Data verified. No required action.</td>
</tr>
<tr>
<td>12</td>
<td>Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
<td>Compliant. Data verified. No required action.</td>
</tr>
<tr>
<td>13</td>
<td>Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
<td>Compliant. Data verified. No required action.</td>
</tr>
<tr>
<td></td>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
<td>Compliant. Continue to correct noncompliance within one year.</td>
</tr>
<tr>
<td></td>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
<td>Compliant. Continue to report data in a timely and accurate manner.</td>
</tr>
</tbody>
</table>

Washington Co. Annual Data Rpt FFY 2013
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FFY 2013 results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td>3.56*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.38</td>
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<tr>
<td>Asian</td>
<td></td>
<td>0.00</td>
<td>0.22</td>
<td>0.00</td>
<td>0.00</td>
<td>2.51*</td>
<td>0.22</td>
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<tr>
<td>Black/African American</td>
<td></td>
<td>1.73</td>
<td>1.67</td>
<td>2.05</td>
<td>0.80</td>
<td>0.84</td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td></td>
<td>0.00</td>
<td>2.93*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>0.93</td>
<td>0.84</td>
<td>0.90</td>
<td>1.21</td>
<td>0.94</td>
<td>0.92</td>
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<tr>
<td>2 or more races</td>
<td></td>
<td>0.66</td>
<td>0.77</td>
<td>0.91</td>
<td>0.92</td>
<td>0.56</td>
<td>0.84</td>
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<tr>
<td>Hispanic</td>
<td></td>
<td>0.57</td>
<td>0.74</td>
<td>0.31</td>
<td>1.34</td>
<td>0.93</td>
<td>0.75</td>
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### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td>2.87*</td>
<td>0.78</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.29</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>0.28</td>
<td>0.31</td>
<td>0.00</td>
<td>0.69</td>
<td>1.67</td>
<td>0.13</td>
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<tr>
<td>Black/African American</td>
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<td>1.72</td>
<td>1.66</td>
<td>2.03</td>
<td>0.88</td>
<td>1.06</td>
<td>1.47</td>
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<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td></td>
<td>0.00</td>
<td>2.57*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>0.81</td>
<td>0.85</td>
<td>0.87</td>
<td>1.30</td>
<td>0.82</td>
<td>0.97</td>
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<tr>
<td>2 or more races</td>
<td></td>
<td>0.49</td>
<td>0.74</td>
<td>0.47</td>
<td>0.64</td>
<td>0.53</td>
<td>1.09</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>0.76</td>
<td>0.64</td>
<td>0.47</td>
<td>0.96</td>
<td>1.16</td>
<td>0.64</td>
<td></td>
</tr>
</tbody>
</table>

Disproportionate representation is due to inappropriate identification.
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Wicomico County Board of Education (WCBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the WCBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lilian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Bonnie L. Walston
    Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

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<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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(c) 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

AND

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

AND

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

AND

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

AND

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at \( \leq \) none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
### Division of Special Education/Early Intervention Services
#### Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
## Wicomico County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FFY 2012</td>
<td>FFY 2011</td>
<td></td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>State Target: ≥59.19%</td>
<td>Target Met</td>
<td>Data meets the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td></td>
<td>Local Results: 60.92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>State Target: ≤4.95%</td>
<td>Target Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td></td>
<td>Local Results: 5.47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met</td>
<td>Data does not meet the State target. Continue to implement Master Plan Improvement Strategies.</td>
</tr>
<tr>
<td></td>
<td>AMO for Math</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>State Target: ≥ 95%</td>
<td>Target Met</td>
<td>Data meets the State target. No required action.</td>
</tr>
<tr>
<td></td>
<td>Local Results: Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>3 Mathematics</td>
<td>67.40%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>4 Mathematics</td>
<td>67.40%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>5 Mathematics</td>
<td>67.40%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
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<tr>
<td></td>
<td>6 Mathematics</td>
<td>67.40%</td>
<td>Not Met</td>
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<td></td>
<td>Reading</td>
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<td></td>
<td>7 Mathematics</td>
<td>67.40%</td>
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<td></td>
<td>Reading</td>
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<td></td>
<td>8 Mathematics</td>
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<td>Not Met</td>
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<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>HS Mathematics</td>
<td>67.40%</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>72.80%</td>
<td>Not Met</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Target</td>
<td>Action Required</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4A</strong> Multiple suspensions ( &gt; 10 days): Disabled vs. nondisabled, N size is &lt; 30*</td>
<td>&lt; 2.0</td>
<td>0.63</td>
<td>Met Data meets State target. No required action.</td>
</tr>
<tr>
<td></td>
<td>&lt; 2.0</td>
<td>0.00</td>
<td>Met Data meets State target. No required action.</td>
</tr>
<tr>
<td><strong>5A</strong> Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>77.45%</td>
<td>Met Data meets State target. No required action.</td>
</tr>
<tr>
<td></td>
<td>≤13.26%</td>
<td>14.04%</td>
<td>Not Met Data does not meet State target. Improvement Plan required.</td>
</tr>
<tr>
<td><strong>5B</strong> Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤6.69%</td>
<td>0.71%</td>
<td>Met Data meets State target. No required action.</td>
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<td></td>
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</tr>
<tr>
<td><strong>5C</strong> Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤64.10%</td>
<td>42.73%</td>
<td>Not Met Data does not meet State target. Improvement Plan required.</td>
</tr>
<tr>
<td></td>
<td>≥18.90%</td>
<td>5.00%</td>
<td>Met Data meets State target. No required action.</td>
</tr>
<tr>
<td><strong>6A</strong> Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
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<tr>
<td><strong>6B</strong> Aged 3-5 LRE: Separate School or Class</td>
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<tr>
<td><strong>7A</strong> Age 3-5 Outcomes: Use of social – emotional skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
<td>70.97%</td>
<td>Met Data meets State target for 7A1 and 7A2. No required action.</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>66.40%</td>
<td>85.07%</td>
<td>Met Data meets State target for 7A1 and 7A2. No required action.</td>
</tr>
<tr>
<td><strong>7B</strong> Age 3-5 Outcomes: Use of knowledge and skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>59.46%</td>
<td>Not Met Data does not meet State target for 7B1 but meets State target for 7B2. Improvement Plan required.</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>55.70%</td>
<td>67.16%</td>
<td>Met Data meets State target for 7B1 but meets State target for 7B2. Improvement Plan required.</td>
</tr>
<tr>
<td><strong>7C</strong> Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
<td>61.29%</td>
<td>Not Met Data does not meet State target for 7C1 but meets State target for 7C2. Improvement Plan required.</td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>79.10%</td>
<td>Met Data meets State target for 7C1 but meets State target for 7C2. Improvement Plan required.</td>
</tr>
<tr>
<td><strong>8A</strong> Parent Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3-5</td>
<td>47.00%</td>
<td>50.00%</td>
<td>Met Data meets the State target for 3-5 and 6-21.</td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39.00%</td>
<td>43.00%</td>
<td>Met Data meets the State target for 3-5 and 6-21.</td>
</tr>
<tr>
<td><strong>14</strong> Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
<td>18.00%</td>
<td>Not Met Data does not meet the State target. Improvement plan required.</td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>67.00%</td>
<td>Not Met Data does not meet the State target. Improvement plan required.</td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82.00%</td>
<td></td>
<td>Disaggregated LSS data not available at this time.</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>Action Required</td>
<td>Previous Results</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>4B</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrepancy</td>
<td>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td>No significant disproportionate representation. No required action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.22</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

| **9**              |                                      |                |                  |
| Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification | No significant disproportionate representation. No required action |                  |
|                    | Disproportionate representation exits in the category |                |                  |
|                    | N size is < 30*                       |                |                  |
|                    | Amer Indian/Alaska Native            | < 2.0          | 0.48             | Met              | 0.34 0.61 |
|                    | Asian                                | < 2.0          | 0.31             | Met              | 0.37 0.46 |
|                    | Black, African American              | < 2.0          | 1.44             | Met              | 1.43 1.50 |
|                    | Native Hawaiian/Pacific Islander     | < 2.0          | 0.00             | Met              | 0.00 0.00 |
|                    | White                                | < 2.0          | 0.89             | Met              | 0.87 0.85 |
|                    | 2 or more races                      | < 2.0          | 0.98             | Met              | 0.84 0.82 |
|                    | Hispanic                             | < 2.0          | 0.83             | Met              | 0.89 0.78 |
|                    | Disproportionate representation is due to inappropriate identification | No (0%)        | No (0%)          |                  | No No |

Wicomico Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>FFY 2013</strong></td>
<td><strong>Target</strong></td>
</tr>
<tr>
<td><strong>11</strong> Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days</td>
<td></td>
<td>State Target</td>
<td>100%</td>
</tr>
<tr>
<td><strong>12</strong> Eligible children exiting Part C at age 3 have an IEP in effect by the child’s 3rd birthday</td>
<td></td>
<td>State Target</td>
<td>100%</td>
</tr>
<tr>
<td><strong>13</strong> Percentage of youth age 16 and above whose IEP meets secondary transition requirements</td>
<td></td>
<td>State Target</td>
<td>100%</td>
</tr>
<tr>
<td><strong>14</strong> Timely correction of noncompliance (Previously Indicator 15)</td>
<td></td>
<td>State Target</td>
<td>100%</td>
</tr>
<tr>
<td><strong>15</strong> State reported data are timely and accurate (Previously Indicator 20)</td>
<td></td>
<td>State Target</td>
<td>100%</td>
</tr>
</tbody>
</table>
## FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td><strong>American Indian/Alaska Native</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.75</td>
<td>2.08*</td>
</tr>
<tr>
<td></td>
<td><strong>Asian</strong></td>
<td>0.71</td>
<td>0.05</td>
<td>0.00</td>
<td>0.57</td>
<td>0.40</td>
<td>0.12</td>
</tr>
<tr>
<td></td>
<td><strong>Black/African American</strong></td>
<td>1.85</td>
<td>1.75</td>
<td>2.01</td>
<td>1.02</td>
<td>0.67</td>
<td>1.64</td>
</tr>
<tr>
<td></td>
<td><strong>Native Hawaiian/ Pacific Islander</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td><strong>White</strong></td>
<td>0.58</td>
<td>0.80</td>
<td>0.78</td>
<td>1.04</td>
<td>1.74</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td><strong>2 or more races</strong></td>
<td>0.44</td>
<td>0.70</td>
<td>1.17</td>
<td>1.42</td>
<td>0.89</td>
<td>1.40</td>
</tr>
<tr>
<td></td>
<td><strong>Hispanic</strong></td>
<td>1.13</td>
<td>0.89</td>
<td>0.54</td>
<td>0.95</td>
<td>0.83</td>
<td>0.66</td>
</tr>
</tbody>
</table>

## FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td><strong>American Indian/Alaska Native</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.14*</td>
</tr>
<tr>
<td></td>
<td><strong>Asian</strong></td>
<td>0.98</td>
<td>0.09</td>
<td>0.00</td>
<td>0.63</td>
<td>0.39</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td><strong>Black/African American</strong></td>
<td>1.80</td>
<td>1.67</td>
<td>2.00</td>
<td>0.97</td>
<td>0.71</td>
<td>1.84</td>
</tr>
<tr>
<td></td>
<td><strong>Native Hawaiian/ Pacific Islander</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td><strong>White</strong></td>
<td>0.55</td>
<td>0.81</td>
<td>0.73</td>
<td>1.18</td>
<td>1.69</td>
<td>0.77</td>
</tr>
<tr>
<td></td>
<td><strong>2 or more races</strong></td>
<td>0.16</td>
<td>0.76</td>
<td>1.46</td>
<td>0.80</td>
<td>0.82</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td><strong>Hispanic</strong></td>
<td>1.25</td>
<td>0.90</td>
<td>0.55</td>
<td>0.94</td>
<td>0.88</td>
<td>0.74</td>
</tr>
</tbody>
</table>
March 23, 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 school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Worcester County Board of Education (WCBOE). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the WCBOE has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships.
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

[Signature]

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

MF/DRR/cc

Attachments

c: Lillian M Lowery, Ed.D.
   Jack R. Smith, Ph.D.
   Rae Record
   Branch Chiefs
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://indideareport.org no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

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

3/14/16 Sdrr
FINAL
develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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(c) 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at ≤ none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

AND

Compliance Indicators
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND

Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward* Action Imperatives

- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
## Worcester County Public Schools
### Annual Data on SPP/APR Part B Indicators
#### Notice of Performance for the Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SEY 2014) Part B Indicators</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FFY 2013</td>
<td>Target</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with IEPs graduating with a regular diploma – 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>78.43%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with IEPs dropping out</td>
<td>≤4.95%</td>
<td>≤3.0%</td>
</tr>
<tr>
<td>3A</td>
<td></td>
<td>AMO for reading</td>
</tr>
<tr>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td></td>
<td>AMO for Math</td>
</tr>
<tr>
<td>3B</td>
<td></td>
<td>Participation rates of IEP students in all grades in the LEA</td>
</tr>
<tr>
<td>3C</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>3C</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>6</td>
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<td>Mathematics</td>
</tr>
<tr>
<td>6</td>
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<td>Reading</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>7</td>
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<td>Reading</td>
</tr>
<tr>
<td>8</td>
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<tr>
<td>8</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>H5</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>H5</td>
<td></td>
<td>Reading</td>
</tr>
</tbody>
</table>

Worcester Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
<th>FFY 2012</th>
<th>FFY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Local Results</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. Non-disabled</td>
<td>&lt; 2.0</td>
<td>Met</td>
<td>Data meets State target. No required action.</td>
<td>2.10*</td>
<td>1.04</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td>3.87*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>Met</td>
<td>Data meets the State target. No required action.</td>
<td>89.88%</td>
<td>89.58%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>Met</td>
<td>Data meets the State target. No required action.</td>
<td>2.05%</td>
<td>1.88%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential</td>
<td>≤6.69%</td>
<td>Met</td>
<td>Data meets the State target. No required action.</td>
<td>4.51%</td>
<td>4.49%</td>
</tr>
<tr>
<td>facilities and home and hospital facilities</td>
<td>5.63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>≥64.10%</td>
<td>Not Met</td>
<td>Data does not meet State target. Improvement Plan required.</td>
<td>35.92%</td>
<td>65.48%</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>≤18.90%</td>
<td>Not Met</td>
<td>Data meets the State target. No required action.</td>
<td>28.16%</td>
<td>27.38%</td>
</tr>
<tr>
<td>7A Age-3-5 Outcomes: Use of social – emotional skills</td>
<td>67.30%</td>
<td>Not Met</td>
<td>Data does not meet State’s target in 7A1 but meets the target in 7A2. Improvement Plan required.</td>
<td>83.3%</td>
<td>69.23%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>50.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7B Age-3-5 Outcomes: Use of knowledge and skills</td>
<td>66.40%</td>
<td>Met</td>
<td>Date meets State target in 7B1 and 7B2. No required action.</td>
<td>79.3%</td>
<td>76.47%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>67.65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7C Age-3-5 Outcomes: Use of appropriate behaviors</td>
<td>61.50%</td>
<td>Not Met</td>
<td>Data meets State target in 7C1 but does not meet the target in 7C2. Improvement Plan required.</td>
<td>66.70%</td>
<td>80.00%</td>
</tr>
<tr>
<td>1. Exits with substantial growth</td>
<td>58.33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exits within age expectations</td>
<td>64.10%</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>47.00%</td>
<td>Met</td>
<td>Data meet State target for 3-5 and 6-21.</td>
<td>60.0%</td>
<td>30%</td>
</tr>
<tr>
<td>Age 3-5</td>
<td>47.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 6-21</td>
<td>39.00%</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at</td>
<td>A. Higher ed w/in 1 year</td>
<td>Not Met</td>
<td>Data does not meet the target. Improvement plan required.</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>35.00%</td>
</tr>
<tr>
<td>the time they left school, and were:</td>
<td>of leaving HS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>68.00%</td>
<td>Met</td>
<td>Data meets the target. Improvement plan required.</td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>76.92%</td>
</tr>
<tr>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
<td></td>
<td>Disaggregated LSS data not available at this time.</td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>82%</td>
</tr>
</tbody>
</table>

Worcester Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Action</td>
<td>FFY 2012</td>
</tr>
<tr>
<td>Results Indicator</td>
<td>Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance Indicator</td>
<td>FFY 2013</td>
<td></td>
<td>Previous Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FFY 2012</td>
</tr>
<tr>
<td>Discrepancy (≥2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Polynesian</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies/procedures/Practices contribute to the discrepancy</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No significant discrepancy. No required action.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation (≥2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Polynesian</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No significant disproportionate representation. No required action.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worcester Co. Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
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<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>11 Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>99.40%</td>
<td>Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of youth age 16 and above whose IEP meets secondary transition</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td>(Previously Indicator 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State reported data are timely and accurate</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9.15*</td>
<td>3.29*</td>
<td>Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>2.49*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.90</td>
<td>2.08*</td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>3.25*</td>
<td>2.00</td>
<td>1.52</td>
<td>0.99</td>
<td>0.58</td>
<td>1.37</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.29</td>
<td>0.56</td>
<td>1.13</td>
<td>0.90</td>
<td>1.74</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.81</td>
<td>2.67*</td>
<td>0.52</td>
<td>0.37</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>0.36</td>
<td>1.28</td>
<td>0.00</td>
<td>1.48</td>
<td>0.30</td>
<td>0.46</td>
</tr>
<tr>
<td>FFY 2012 (SFY 2013) Part B Indicators</td>
<td>American Indian/Alaska Native</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>Disproportionate representation does not exist. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>3.34*</td>
<td>0.14</td>
<td>0.00</td>
<td>0.72</td>
<td>2.97*</td>
<td>0.34</td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>2.86*</td>
<td>1.92</td>
<td>1.57</td>
<td>0.90</td>
<td>0.50</td>
<td>1.40</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.37</td>
<td>0.57</td>
<td>1.57</td>
<td>1.08</td>
<td>1.45</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.79</td>
<td>0.00</td>
<td>1.04</td>
<td>1.28</td>
<td>0.50</td>
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<tr>
<td></td>
<td>Hispanic</td>
<td>0.00</td>
<td>1.27</td>
<td>0.00</td>
<td>1.18</td>
<td>0.28</td>
<td>0.35</td>
</tr>
</tbody>
</table>
March 23, 2015
Dr. Gregory Thornton
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202

Dear Dr. Thornton:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the Baltimore City Public Schools (BCPS). Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the BCPS has achieved the determination status of “Needs Intervention.”

In correspondence sent to your attention on March 20, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes, to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for children and youth.
with disabilities and their families. The BCPS will continue to participate with the DSE/EIS leadership to jointly identify continued technical assistance and support.

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

Sincerely,

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

MF/DRR/cc

Attachments

c:   Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Kimberly Hoffmann
    Branch Chiefs
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](http://mdideareport.org) no later than June 1, 2015.

The following Part C indicators are included in assigning determinations:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and Skills</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4B. Family Survey – Effectively communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
develop and learn
5. Child Find 0-1
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

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.
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).
Part B
Local Determination Scoring Criteria Based on FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Compliance Indicators
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

AND

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Compliance Indicators
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at \( \leq \) none of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
\[ \text{AND} \]
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

Timely and Accurate Data
\[ \text{AND} \]
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

\[ \text{OR} \]

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

\[ \text{OR} \]

LSS informed the State that it is unwilling to comply with the core requirements.
## Part B Graduated Results-Driven Accountability Plan

<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013 &lt;2013-2014&gt; (2015)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2014 &lt;2014-2015&gt; (2016)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2015 &lt;2015-2016&gt; (2017)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2016 &lt;2016-2017&gt; (2018)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2017 &lt;2017-2018&gt; (2019)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td><strong>2018 &lt;2018-2019&gt; (2020)</strong></td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan: Moving Maryland Forward Action Imperatives
- Early Childhood
- Professional Learning
- Access, Equity, and Progress
- Secondary Transition
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Target</strong></td>
<td><strong>Local</strong></td>
<td><strong>Target</strong></td>
<td><strong>2011</strong></td>
</tr>
<tr>
<td>Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag</td>
<td>$\geq 59.19%$</td>
<td>44.63% Not Met</td>
<td>50.21% 45.28%</td>
</tr>
<tr>
<td>Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>$\leq 4.95%$</td>
<td>6.01% Not Met</td>
<td>6.01% 6.80%</td>
</tr>
<tr>
<td>State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Not Met Not Met</td>
<td>Not Met Not Met</td>
</tr>
<tr>
<td>State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>$\geq 95%$</td>
<td>Yes Met</td>
<td>Met $\geq 95%$</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>26.60% Not Met</td>
<td>38.79% 48.38%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>46.72% Not Met</td>
<td>50.75% 55.17%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>27.07% Not Met</td>
<td>46.16% 55.29%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>44.05% Not Met</td>
<td>51.78% 57.93%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>19.77% Not Met</td>
<td>35.25% 45.74%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>49.71% Not Met</td>
<td>49.73% 58.36%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>23.43% Not Met</td>
<td>27.88% 36.97%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>33.55% Not Met</td>
<td>37.07% 40.98%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>15.72% Not Met</td>
<td>22.91% 28.85%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>28.49% Not Met</td>
<td>38.80% 35.31%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>12.16% Not Met</td>
<td>15.56% 20.68%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>22.95% Not Met</td>
<td>31.88% 33.11%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67.40%</td>
<td>24.91% Not Met</td>
<td>29.84% 28.64%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.80%</td>
<td>24.24% Not Met</td>
<td>29.92% 33.95%</td>
</tr>
</tbody>
</table>

Baltimore City Annual Data Rpt FFY2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>FFY Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td><strong>Compliance Indicator</strong></td>
<td><strong>State Target</strong></td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30*</td>
<td></td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>5A Single suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30*</td>
<td></td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td></td>
<td>≥68.40%</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td></td>
<td>≤13.26%</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td></td>
<td>≤6.69%</td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td></td>
<td>≥64.10%</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td></td>
<td>≤18.90%</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>67.30%</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>66.00%</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>61.50%</td>
</tr>
<tr>
<td>8 Parent Survey</td>
<td>Age 3-5</td>
<td>47.00%</td>
</tr>
<tr>
<td>10 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 A. Higher ed w/in 1 year of leaving HS</td>
<td></td>
<td>35.00%</td>
</tr>
<tr>
<td>14 B. Higher ed or employed w/in 1 year of leaving HS</td>
<td></td>
<td>68.00%</td>
</tr>
<tr>
<td>14 C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td></td>
<td>82.00%</td>
</tr>
</tbody>
</table>

Baltimore City Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>State</strong></td>
<td><strong>Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>3.12</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>3.12*</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.54</td>
</tr>
<tr>
<td></td>
<td>Policies/procedures/practices contribute to the discrepancy</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>State</strong></td>
<td><strong>Target</strong></td>
<td><strong>Local Results</strong></td>
</tr>
<tr>
<td>Disproportionate representation exists in the category</td>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.39</td>
</tr>
<tr>
<td></td>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.31</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>&lt; 2.0</td>
<td>1.22</td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.55</td>
</tr>
<tr>
<td>Disproportionate representation is due to inappropriate identification</td>
<td>No (0%)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N size is &lt; 30*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant discrepancy exists. A previous MSDE review of policies, procedures and practices do not contribute to the significant discrepancy. No required action.

<table>
<thead>
<tr>
<th>FFY 2012</th>
<th>FFY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.56*</td>
<td>2.79*</td>
</tr>
<tr>
<td>1.94</td>
<td>0.00</td>
</tr>
<tr>
<td>2.39</td>
<td>2.56</td>
</tr>
<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>1.49</td>
<td>0.65</td>
</tr>
<tr>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>0.51</td>
<td>0.00</td>
</tr>
</tbody>
</table>

No significant disproportionate representation. No required action.

<table>
<thead>
<tr>
<th>FFY 2012</th>
<th>FFY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.62</td>
<td>0.65</td>
</tr>
<tr>
<td>0.35</td>
<td>0.32</td>
</tr>
<tr>
<td>1.16</td>
<td>1.07</td>
</tr>
<tr>
<td>0.13</td>
<td>0.18</td>
</tr>
<tr>
<td>1.28</td>
<td>1.33</td>
</tr>
<tr>
<td>0.64</td>
<td>0.81</td>
</tr>
<tr>
<td>0.53</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Baltimore City Annual Data Rpt FFY2013
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013</th>
<th>Action Required</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Target</td>
<td>Local Results</td>
<td>Target Met</td>
</tr>
<tr>
<td>Percentage of students with written parental consent to evaluate who were</td>
<td>100%</td>
<td>96.04%</td>
<td>Not Met</td>
</tr>
<tr>
<td>evaluated within 60 calendar days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible children exiting Part C at age 3 have an IEP in effect by the child's</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>3rd birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of youth age 16 and above who meet secondary transition requirements</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>Timely correction of noncompliance (Previously Indicator 15)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>State reported data are timely and accurate (Previously Indicator 20)</td>
<td>100%</td>
<td>100.00%</td>
<td>Met</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>Required Action</td>
<td>FY2013 Results</td>
<td>FY2012 Results</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.60</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.71</td>
<td>0.70</td>
</tr>
<tr>
<td>Speech or Language Impairment</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.38</td>
<td>0.45</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.38</td>
<td>0.36</td>
</tr>
<tr>
<td>Autism</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.23</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.23</td>
<td>0.20</td>
</tr>
<tr>
<td>Developmental Delays</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.14</td>
<td>0.12</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.14</td>
<td>0.12</td>
</tr>
<tr>
<td>Speech or Language Impairment</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Special Education</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Disproportionate representation does not exist. No required action.</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation exists</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

N size is < 30

*10
March 23, 2015

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

Dear Mr. Tucker:

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) is required to make determinations annually on the performance of each local school system using one of the following four determination categories: “Meets Requirements,” “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention” [34 CFR §§300.600 and 300.604]. The MSDE, DSE/EIS uses a results-based rubric for specific indicators to evaluate each local school system’s performance in meeting the State’s targets for Federal Fiscal Year (FFY) 2013 (2013-2014 school year). Attached please find the FFY 2013 Determination Overview that identifies the Part B 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 B Indicators provides a three-year data analysis and required actions for the SEED School. Based on the FFY 2013 data, as well as information obtained through monitoring and complaint investigations, the SEED School has achieved the determination status of “Meets Requirements.”

In correspondence sent to your attention on March 19, 2014, you were informed that beginning with the FFY 2013 local determinations, the DSE/EIS would implement a six-year graduated results-driven accountability plan. Critical to the balanced focus on results and compliance is the collaborative work between general and specialized education leaders to narrow the school readiness and achievement gaps. To prepare for using student outcomes on Statewide assessments, graduation, dropout, and post-school outcomes to assign future local determination status, the DSE/EIS examined the process indicators that will directly impact student progress, growth, and achievement. The process indicators used to measure performance included:

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens’ Advisory Committee (SECAC) to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships,
strategic collaboration, and the use of evidence-based practices to improve the results for children and youth with disabilities and their families.

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

Sincerely,

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

c:  Lillian M Lowery, Ed.D.
    Jack R. Smith, Ph.D.
    Kristin Fausel
    Branch Chiefs
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:

<table>
<thead>
<tr>
<th>Results</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Primary Service Setting</td>
<td>1. Timely Services</td>
</tr>
<tr>
<td>3A. Positive Social – Emotional Skills</td>
<td>7. 45 Day Timeline</td>
</tr>
<tr>
<td>3B. Acquisition and Use of Knowledge and</td>
<td>8A. Transition – Transition Outcomes</td>
</tr>
<tr>
<td>Skills</td>
<td>8B. Transition – Notification to LSS</td>
</tr>
<tr>
<td>3C. Use of Appropriate Behaviors</td>
<td>8C. Transition – Timely Planning Meeting</td>
</tr>
<tr>
<td>4A. Family Survey – Know their rights</td>
<td></td>
</tr>
<tr>
<td>4B. Family Survey – Effectively</td>
<td></td>
</tr>
<tr>
<td>communicate their children’s needs</td>
<td></td>
</tr>
<tr>
<td>4C. Family Survey – Help their children</td>
<td></td>
</tr>
</tbody>
</table>
5. Child Find 0-1  
6. Child Find 0-3

<table>
<thead>
<tr>
<th>Correction of Noncompliance</th>
<th>Data and Submission of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction of Noncompliance</td>
<td>Timely and Accurate</td>
</tr>
</tbody>
</table>

The following Part B indicators are included in assigning determinations:

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

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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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;

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FINAL
o Integrated Monitoring Activities;
o Fiscal Management;
o 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 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).
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Meets Requirements

Results Process Indicators
LSS met or exceeded State targets established for Indicator 4A (Single or Multiple), Indicator 5 (5A, 5B and 5C) and Indicator 8A or 8B.

Correction of Noncompliance
LSS has no corrective actions or corrected all previously identified findings of noncompliance within one year of identification.

Compliance Indicators
AND
LSS demonstrated full or substantial compliance for at least five (5) of the six (6) compliance indicators (4B, 9, 10, 11, 12, 13)

AND
Timely and Accurate Data
LSS demonstrated full or substantial compliance for submission of accurate and timely data.

Needs Assistance

Results Process Indicators
The LSS met or exceeded State targets established for four (4) of the following seven (7) results indicators (4A Single or 4A Multiple, 5A, 5B, and 5C, 8A, or 8B)

Correction of Noncompliance
The LSS corrected all but one instance of noncompliance within one year of identification.

Compliance Indicators
AND
The LSS demonstrated full or substantial compliance for at least four (4) of six (6) compliance indicators (4B, 9, 10, 11, 12, 13).

AND
Timely and Accurate Data
The LSS data are timely but not accurate, or accurate but not timely.
Part B
Local Determination Scoring Criteria Based on
FFY 2013 (July 1, 2013 – June 30, 2014) Data

Needs Intervention

Results Process Indicators
LSS met or exceeded State targets in at least one of the following seven (7) results indicator (4A (Single or Multiple), 5A, 5B, and 5C, 8A, or 8B).

Compliance Indicators
AND
LSS demonstrated full compliance or substantial compliance for at least three (3) of six (6) compliance indicators (4, 9, 10, 11, 12, 13).

Correction of Noncompliance
The LSS did not correct all previously identified findings of noncompliance within two years of identification.

AND
Timely and Accurate Data
The LSS Data are not timely or accurate.

Needs Substantial Intervention

LSS demonstrated continued failure to correct all previously identified noncompliance and completion of corrective actions for two or more years from date of identification.

OR

LSS failure to substantially comply has affected the core requirements, such as the delivery of services to students with disabilities or to provide effective general supervision and oversight.

OR

LSS informed the State that it is unwilling to comply with the core requirements.
<table>
<thead>
<tr>
<th>FFY &lt;SFY&gt; (Determination Year)</th>
<th>School Age LRE (5)</th>
<th>Significant Discrepancy in Suspension/Expulsion &gt; 10 days (4A)</th>
<th>Parent Involvement (8)</th>
<th>Graduation (1)</th>
<th>Dropout (2)</th>
<th>Post School Outcomes (14)</th>
<th>Preschool LRE (6)</th>
<th>Preschool Outcomes (7)</th>
<th>Assessment (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 &lt;2013-2014&gt; (2015)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2014 &lt;2014-2015&gt; (2016)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool or School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2015 &lt;2015-2016&gt; (2017)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td></td>
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<tr>
<td>2016 &lt;2016-2017&gt; (2018)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 &lt;2017-2018&gt; (2019)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
<tr>
<td>2018 &lt;2018-2019&gt; (2020)</td>
<td>5A, 5B, and 5C</td>
<td>Single or Multiple</td>
<td>Preschool and School-Age</td>
<td>4-year Adjusted Cohort</td>
<td>Annual 9-12 Dropout</td>
<td>14C</td>
<td>6A and 6B</td>
<td>3 of 6</td>
<td>AMO Reading or Math</td>
</tr>
</tbody>
</table>

DSE/EIS Strategic Plan *Moving Maryland Forward Action Imperatives*

- **Early Childhood**
- **Professional Learning**
- **Access, Equity, and Progress**
- **Secondary Transition**
<table>
<thead>
<tr>
<th>SPP/APR Indicators</th>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Previous Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Indicator</strong></td>
<td>State Target</td>
<td>Local Results</td>
</tr>
<tr>
<td>1 Students with IEPs graduating with a regular diploma - 4 year cohort (ESEA lag data based on SY 12-13)</td>
<td>≥59.19%</td>
<td>NA</td>
</tr>
<tr>
<td>2 Students with IEPs dropping out (Option 2 leaver rate based on SY 12-13)</td>
<td>≤4.95</td>
<td>NA</td>
</tr>
<tr>
<td>3A State Assessment: AMO for disability subgroup in the LEA</td>
<td>AMO for Reading</td>
<td>Met</td>
</tr>
<tr>
<td>3B State Assessment: Participation rates of IEP students in all grades in the LEA</td>
<td>≥ or = 95%</td>
<td>Yes</td>
</tr>
<tr>
<td>3C State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>NA</td>
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<tr>
<td>5</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>67.40%</td>
</tr>
<tr>
<td>9</td>
<td>Mathematics</td>
<td>72.80%</td>
</tr>
<tr>
<td>10</td>
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<td>NA</td>
</tr>
<tr>
<td>11</td>
<td>Mathematics</td>
<td>NA</td>
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<tr>
<td>12</td>
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<td>17</td>
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<tr>
<td>19</td>
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<td>NA</td>
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<tr>
<td>20</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>21</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>22</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>23</td>
<td>Mathematics</td>
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<tr>
<td>24</td>
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<tr>
<td>25</td>
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<td>26</td>
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<td>27</td>
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<td>28</td>
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<tr>
<td>29</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>30</td>
<td>Mathematics</td>
<td>NA</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013 (SFY 2014) Part B Indicators</td>
<td>FFY 2013</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4A Multiple suspensions (&gt; 10 days): Disabled vs. nondisabled N size is &lt; 30°</td>
<td>Data meets State target. No required action.</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>5A Student aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)</td>
<td>≥68.40%</td>
<td>NA</td>
</tr>
<tr>
<td>5B Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)</td>
<td>≤13.26%</td>
<td>NA</td>
</tr>
<tr>
<td>5C Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities</td>
<td>≤6.69%</td>
<td>NA</td>
</tr>
<tr>
<td>6A Aged 3-5 LRE: Regular Early Childhood setting the majority of the day</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>6B Aged 3-5 LRE: Separate School or Class</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7A Age 3-5 Outcomes: Use of social – emotional skills</td>
<td>1. Exits with substantial growth</td>
<td>NA</td>
</tr>
<tr>
<td>7B Age 3-5 Outcomes: Use of knowledge and skills</td>
<td>1. Exits with substantial growth</td>
<td>NA</td>
</tr>
<tr>
<td>7C Age 3-5 Outcomes: Use of appropriate behaviors</td>
<td>1. Exits with substantial growth</td>
<td>NA</td>
</tr>
<tr>
<td>8A Parent Survey</td>
<td>Age 3-5</td>
<td>47%</td>
</tr>
<tr>
<td>8B Parent Survey</td>
<td>Age 6-21</td>
<td>39%</td>
</tr>
<tr>
<td>14 Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td>
<td>A. Higher ed w/in 1 year of leaving HS</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>B. Higher ed or employed w/in 1 year of leaving HS</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>C. Higher ed or training program or employed w/in 1 year of leaving HS</td>
<td>NA</td>
</tr>
<tr>
<td>SPP/APR Indicators</td>
<td>FFY 2013</td>
<td>Action Required</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>4B</strong> Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students with IEPs by race/ethnicity</td>
<td></td>
<td>Data meets State target. No required action.</td>
</tr>
<tr>
<td>Discrepancy exists in the category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30</td>
<td>Policies/procedures/practices contribute to the discrepancy</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong> Disproportionate representation (≥ 2.0) in special education of racial groups as a result of inappropriate identification</td>
<td></td>
<td>Significant disproportionality exists. MSDE review of identification procedures are appropriate. No required action.</td>
</tr>
<tr>
<td>Disproportionate representation exits in the category.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N size is &lt; 30</td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Amer Indian/Alaska Native</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Black, African American</td>
<td>&lt; 2.0</td>
<td>8.49</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 or more races</td>
<td>&lt; 2.0</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 2.0</td>
<td>1.45</td>
</tr>
</tbody>
</table>

SEED School Annual Data Rpt FFY 2013
<table>
<thead>
<tr>
<th>FFY 2013 (SFY 2014) Part B Indicators</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2011</td>
<td>FFY 2012</td>
</tr>
<tr>
<td>Previous Results</td>
<td></td>
</tr>
<tr>
<td>FFY 2012</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2013</td>
<td>Data meets State target: No required action.</td>
</tr>
<tr>
<td>FFY 2014</td>
<td>NA</td>
</tr>
<tr>
<td>FFY 2015</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2016</td>
<td>Met</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>Compliant. Continue to correct noncompliance within one year.</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>Compliant. Continue to report data in a timely and accurate manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPP/API Indicators</th>
<th>Compliance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 Results Target</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2014 Results Target</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2015 Results Target</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2016 Results Target</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2017 Results Target</td>
<td>100%</td>
</tr>
<tr>
<td>FFY 2018 Results Target</td>
<td>100%</td>
</tr>
</tbody>
</table>

- **Indicator 11**: Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days.
- **Indicator 12**: Eligible children exiting Part C at age 3 have an IEP in effect by the child's 3rd birthday.
- **Indicator 13**: Percentage of youth age 16 and above whose IEP meets secondary transition requirements.
- **Indicator 14**: Timely correction of noncompliance (Previously Indicator 15).
- **Indicator 15**: State reported data are timely and accurate (Previously Indicator 20).
### FFY 2013 (SFY 2014) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
<th>Speech or Language Impairment</th>
<th>Autism</th>
<th>Other Health Impairment</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2013 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>No significant disproportionality exists. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African American</td>
<td>0.00</td>
<td>5.36*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td></td>
<td>Hispanic</td>
<td>0.00</td>
<td>2.30*</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disproportionate representation is due to inappropriate identification</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</table>

### FFY 2012 (SFY 2013) Part B Indicators

<table>
<thead>
<tr>
<th>Compliance Indicator</th>
<th>SPP/APR Indicators</th>
<th>Intellectual Disability</th>
<th>Specific Learning Disability</th>
<th>Emotional Disability</th>
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<th>Other Health Impairment</th>
<th>Required Action</th>
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<tbody>
<tr>
<td>FFY 2012 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</td>
<td>American Indian/Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>No significant disproportionality exists. No required action.</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td></td>
<td>Black/African American</td>
<td>0.00</td>
<td>3.99*</td>
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<td>0.00</td>
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<td>1.88</td>
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<tr>
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<td>White</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 or more races</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>Disproportionate representation is due to inappropriate identification</td>
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