



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

June 4, 2020

Mr. Jeffrey S. Blank
Interim Superintendent
Allegany County Public Schools
P. O. Box 1724
Cumberland, MD 21502

Dear Mr. Blank:

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

Attached please find supporting documents:

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

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

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Debra Metheny
Branch Chiefs

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 72.41% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 92.05%. | 72.31% | 75.64% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 0.93% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.93%. | 3.17% | 3.53% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.08% | Target met. No further action required. | 98.60% | 98.09% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.08% | Target met. No further action required. | 98.70% | 99.04% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 17.24% | Not Met | Target met in math for the 4 th grade. | 19.05% | 31.40% |
| | | | Reading | ≥23.39% | 15.52% | Not Met | Target not met in reading and math in 3 rd grade, in reading in 4 th grade, in reading and math for the 5 th grade through the 8 th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 19.84% | 25.62% |
| | | 4 | Mathematics | ≥20.36% | 29.84% | Met | | 33.33% | 14.06% |
| | | | Reading | ≥25.89% | 22.58% | Not Met | | 28.46% | 17.97% |
| | | 5 | Mathematics | ≥23.06% | 21.70% | Not Met | | 15.24% | 12.10% |
| | | | Reading | ≥28.39% | 17.92% | Not Met | | 15.24% | 11.29% |
| | | 6 | Mathematics | ≥24.76% | 9.41% | Not Met | | 13.33% | 16.50% |
| | | | Reading | ≥30.89% | 8.24% | Not Met | | 12.38% | 8.74% |
| | | 7 | Mathematics | ≥26.46% | 10.87% | Not Met | | 10.59% | 10.99% |
| | | | Reading | ≥33.39% | 9.89% | Not Met | | 15.12% | 8.79% |
| | | 8 | Mathematics | ≥28.16% | 9.72% | Not Met | | 11.11% | 8.26% |
| | | | Reading | ≥35.89% | 11.11% | Not Met | | 9.88% | 8.26% |
| | | HS | Mathematics | ≥56.10% | 2.00% | Not Met | | 13.04% | 21.79% |
| | | | Reading | ≥50.54% | 7.69% | Not Met | 13.89% | 10.13% | |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |

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|---|--|----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | <2.00 | 1.04 | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.13 | 1.44 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | <2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | --*-- | --*-- |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | $\geq 70.90\%$ | 86.06% | Met | Target met. No further action required. | 85.92% | 86.04% |
| 5B | Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | $\leq 10.76\%$ | 6.54% | Met | Target met. No further action required. | 5.71% | 5.41% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | ≤ 5.44% | 4.49% | Met | Target met. No further action required. | 5.23% | 5.97% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | ≥ 65.10% | 85.33% | Met | Target met. No further action required. | 87.06% | 84.46% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | ≤ 17.90% | 2.00% | Met | Target met. No further action required. | 2.35% | 8.79% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥68.78% | 66.67% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.70% | 42/11% |
| | | 2. Exits within age expectations ≥53.00% | 41.03% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 40.38% | 39.13% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥72.37% | 66.67% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 63.83% | 57.89% |
| | | 2. Exits within age expectations ≥51.12% | 30.77% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 40.38% | 34.78% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | | | | | | | | |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 62.16% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.57% | 45.00% |
| | | 2. Exits within age expectations | ≥59.48% | 41.03% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 38.46% | 34.78% |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | 75.00% | 90.00% |
| | | Age 6-21 | ≥72.00% | 71.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 79.00% | 65.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | Target met. No further action required. | 23.08% | 26.39% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 54.55% | Met | Target met. No further action required. | 70.77% | 73.61% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 54.55% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 90.77% | 94.44% |

FFY 2018 (SFY 2019) Part B Indicators

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| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|--------------------|---|---|--------------|----------------------------|------------|--|------------------|----------|
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 6.34* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | 0.40 | 1.40 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 20px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.42 |
| | | <i>Asian</i> | < 2.00 | 0.57 | Met | | 0.61 | 0.59 |
| | | <i>Black/African American</i> | < 2.00 | 0.73 | Met | | 0.84 | 0.98 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 2.26* |
| | | <i>White</i> | < 2.00 | 1.26 | Met | | 1.12 | 1.19 |
| | | <i>2 or more races</i> | < 2.00 | 0.89 | Met | | 0.95 | 1.13 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.70 | Met | | 0.98 | 0.83 |
| | | COMAR 13A.08.01.21 | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|---|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
| <div><div></div></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | -- | 0.77 | -- | -- | 0.79 | -- | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.79 | 1.49 | 0.72 | 1.40 | 1.13 | 1.14 | |
| | | 2 or more races | 0.91 | 0.64 | -- | 1.04 | 1.08 | 1.11 | |
| | | Hispanic/Latino | -- | -- | -- | -- | -- | -- | |
| <div><div></div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | | | | | | | | | |



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| FFY 18 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 99.60% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 99.66% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | NA | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | NA |
| | Number of due process hearings filed | NA | 1 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 2 | 16 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 3 | 20 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 24% | NA | A gap of 29 percentage points exists between special education and general education students. | 19% | 17% |



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

June 4, 2020

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 Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Anne Arundel County Public Schools has achieved the determination status of **"Needs Intervention, Year 2."**

Attached please find supporting documents:

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June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Anne Arundel County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Bobbi Pedrick
Branch Chiefs

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 66.09% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 91.09%. | 61.93% | 65.93% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 3.45% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 2.11%. | 4.42% | 4.19% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.35% | Met | Target met. No further action required. | 98.00% | 98.70% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.55% | Met | Target met. No further action required. | 98.60% | 98.15% |



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 Division of Early Intervention and Special Education Services

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 14.46% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 14.35% | 18.89% |
| | | | Reading | ≥23.39% | 12.98% | Not Met | | 10.05% | 17.91% |
| | | 4 | Mathematics | ≥20.36% | 10.88% | Not Met | | 13.27% | 12.38% |
| | | | Reading | ≥25.89% | 10.26% | Not Met | | 10.34% | 12.24% |
| | | 5 | Mathematics | ≥23.06% | 9.56% | Not Met | | 7.43% | 10.32% |
| | | | Reading | ≥28.39% | 11.79% | Not Met | | 6.54% | 11.00% |
| | | 6 | Mathematics | ≥24.76% | 7.41% | Not Met | | 6.64% | 9.60% |
| | | | Reading | ≥26.46% | 8.11% | Not Met | | 8.92% | 7.95% |
| | | 7 | Mathematics | ≥30.89% | 7.33% | Not Met | | 10.08% | 8.57% |
| | | | Reading | ≥26.46% | 10.44% | Not Met | | 10.58% | 8.53% |
| | | 8 | Mathematics | ≥33.39% | 8.68% | Not Met | | 9.51% | 8.58% |
| | | | Reading | ≥28.16% | 8.17% | Not Met | | 7.26% | 6.49% |
| | | HS | Mathematics | ≥56.10% | 7.44% | Not Met | | 3.15% | 32.93% |
| | | | Reading | ≥50.54% | 12.06% | Not Met | | 5.07% | 12.32% |



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|---|--|----------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.31 | 2.62 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | 2.15 | Not Met | | | |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.91 | 1.46 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | 1.54 | Met | | | |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) | $\geq 70.90\%$ | 72.18% | Met | Target met. No further action required. | 72.87% | 73.48% |



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|---|---|---|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | ≤ 10.76% | 10.17% | Met | Target met. No further action required. | 10.54% | 10.23% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | ≤ 5.44% | 8.13% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 7.52% | 7.69% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | ≥ 65.10% | 51.96% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 47.83% | 47.80% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | ≤ 17.90% | 22.81% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.37% | 23.97% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥68.78% | 65.22% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 61.03% | 60.16% |
| | | 2. Exits within age expectations ≥53.00% | 54.66% | Met | Target met. No further action required. | 59.81% | 55.88% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥72.37% | 63.33% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 55.22% | 50.78% |
| | | 2. Exits within age expectations ≥51.12% | 52.17% | Met | Target met. No further action required. | 59.35% | 50.00% |



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|---|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 65.55% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 74.82% | 65.63% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 59.01% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 68.69% | 62.35% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 78.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 82.00% | 78.00% |
| | | Age 6-21 | ≥72.00% | 66.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 67.00% | 67.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 26.97% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 21.70% | 21.15% |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 70.64% | Met | Target met. No further action required. | 66.67% | 71.02% |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 73.27% | Met | Target met. No further action required. | 79.49% | 73.11% |

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|---|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>□ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 4.66 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 4.64 | 5.50 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.24 | Met | | 0.28 | 0.76 |
| | | <i>2 or more races</i> | < 2.00 | 1.04 | Met | | -- | 3.01* |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.61 | Met | | 0.67 | 0.46 |

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|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 20px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| <div style="text-align: center;">9 (Ages 6-21)</div> | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="margin-left: 20px;"> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div style="margin-left: 20px;"> * Cell size < 5 or N size is < 20 </div> </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.97 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.20 | 1.24 |
| | | <i>Asian</i> | < 2.00 | 0.62 | Met | | 0.56 | 0.48 |
| | | <i>Black/African American</i> | < 2.00 | 1.41 | Met | | 1.44 | 1.56 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.83 | Met | | 1.12 | 0.73 |
| | | <i>White</i> | < 2.00 | 0.95 | Met | | 0.94 | 0.86 |
| | | <i>2 or more races</i> | < 2.00 | 0.82 | Met | | 0.83 | 0.79 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.81 | Met | | 0.79 | 0.76 |
| | | COMAR 13A.08.01.21 | | | | | | |



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Anne Arundel County
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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div> | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | 1.13 | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | 1.13 | 0.34 | -- | 0.71 | 0.29 | 1.24 | |
| | | Black/African American | 1.96 | 1.66 | 1.95 | 0.67 | 1.75 | 1.34 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | 1.56 | -- | -- | |
| | | White | 0.75 | 0.73 | 0.94 | 1.43 | 0.87 | 0.99 | |
| | | 2 or more races | 0.31 | 0.74 | 0.95 | 0.86 | 1.13 | 0.90 | |
| | | Hispanic/Latino | 0.80 | 1.19 | 0.35 | 0.93 | 0.62 | 0.64 | |

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Division of Early Intervention and Special Education Services

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 98.10% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.12% | 98.31% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.80% | 99.10% |

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

| Other Data Considerations | | | | | | | |
|---------------------------|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Target not met. 1 complaint violation was not corrected in a timely manner. If still uncorrected, continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 9 | NA | No further action required. | 15 | 9 |
| | Number of State complaints identified with violation(s) | NA | 6 | NA | 5 complaints required corrective action. | 11 | 8 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 2 | NA | 1 violation was untimely and 2 are not due yet. | 2 | NA |
| | Number of due process hearings filed | NA | 32 | NA | No further action required. | 29 | 1 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 196 | NA | No further action required. | 123 | 156 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 571 | NA | No further action required. | 350 | 397 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 20% | NA | A gap of 28 percentage points exists between special education and general education students. | 18% | 18% |



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

June 4, 2020

Dr. Darryl L. Williams
Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

Dear Dr. Williams:

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

Attached please find supporting documents:

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

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

Dr. Darryl L. Williams
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Baltimore County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 71.77% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 91.09%. | 70.37% | 70.02% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 4.23% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 2.48%. | 4.46% | 4.30% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 97.87% | Target met. No further action required. | 98.00% | 98.40% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.17% | Target met. No further action required. | 98.50% | 97.70% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 12.82% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 13.65% | 16.21% |
| | | | Reading | ≥23.39% | 10.48% | Not Met | | 11.07% | 12.02% |
| | | 4 | Mathematics | ≥20.36% | 9.49% | Not Met | | 9.30% | 8.84% |
| | | | Reading | ≥25.89% | 8.26% | Not Met | | 9.61% | 9.15% |
| | | 5 | Mathematics | ≥23.06% | 7.62% | Not Met | | 8.30% | 7.73% |
| | | | Reading | ≥28.39% | 7.36% | Not Met | | 7.14% | 6.65% |
| | | 6 | Mathematics | ≥24.76% | 5.60% | Not Met | | 4.54% | 4.15% |
| | | | Reading | ≥30.89% | 6.53% | Not Met | | 4.07% | 3.66% |
| | | 7 | Mathematics | ≥26.46% | 6.09% | Not Met | | 6.41% | 4.91% |
| | | | Reading | ≥33.39% | 6.49% | Not Met | | 6.47% | 6.84% |
| | | 8 | Mathematics | ≥28.16% | 5.62% | Not Met | | 6.00% | 7.01% |
| | | | Reading | ≥35.89% | 5.29% | Not Met | | 4.31% | 4.63% |
| | | HS | Mathematics | ≥56.10% | 3.63% | Not Met | | 3.52% | 23.87% |
| | | | Reading | ≥50.54% | 7.09% | Not Met | | 6.70% | 8.31% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 3.35 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.63 | 2.65 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 2.04 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.50 | 1.34 |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) | $\geq 70.90\%$ | 65.30% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 66.46% | 67.08% |
| | COMAR 13A.05.01.10 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|----------------------------------|----------------------------|------------|-----------------|---|----------|--------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | FFY 2018 | | | Action Required | Previous Results | | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | | ≤ 10.76% | 10.96% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 10.90% | 9.68% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | | ≤ 5.44% | 7.54% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 7.29% | 7.30% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | | ≥ 65.10% | 72.69% | Met | Target met. No further action required. | 77.18% | 74.20% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | | ≤ 17.90% | 14.71% | Met | Target met. No further action required. | 11.39% | 12.91% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥68.78% | 71.60% | Met | Target met. No further action required. | 61.41% | 61.21 |
| | | 2. Exits within age expectations | ≥53.00% | 52.48% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 45.95% | 48.87% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 66.22% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.29% | 54.07% |
| | | 2. Exits within age expectations | ≥51.12% | 47.89% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 43.78% | 37.44% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|--|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 62.44% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 52.94% | 54.33% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 56.88% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 52.07% | 51.13% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 77.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 83.00% | 74.00% |
| | | Age 6-21 | ≥72.00% | 66.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 68.00% | 64.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 24.13% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 21.07% | 23.82% |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 62.33% | Met | Target met. No further action required. | 60.69% | 68.28% |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 63.70% | Met | Target met. No further action required. | 73.58% | 77.45% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|---|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | ■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | <i>Black/African American</i> | < 2.00 | 3.59 | Not Met | | 3.70 | 3.93 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | * Cell size < 5 or N size is < 20 | <i>White</i> | < 2.00 | 0.35 | Met | | 0.33 | 0.92 |
| | ---* No suspension of disabled or nondisabled students | <i>2 or more races</i> | < 2.00 | 0.98 | Met | | 1.01 | 2.67* |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 2.03* |
| COMAR 13A.08.01.21 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.90 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.19 | 1.03 |
| | | <i>Asian</i> | < 2.00 | 0.55 | Met | | 0.51 | 0.43 |
| | | <i>Black/African American</i> | < 2.00 | 1.28 | Met | | 1.28 | 1.28 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.46 | Met | | 0.58 | 0.70 |
| | | <i>White</i> | < 2.00 | 0.96 | Met | | 0.98 | 1.02 |
| | | <i>2 or more races</i> | < 2.00 | 1.02 | Met | | 0.99 | 0.98 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.78 | Met | | 0.76 | 0.78 |
| | <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p> | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|---|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div> | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | 1.33 | -- | 0.93 | 0.79 | -- | Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | 0.81 | 0.27 | -- | 0.65 | 0.22 | 1.10 | |
| | | Black/African American | 2.00 | 1.57 | 1.70 | 0.65 | 1.59 | 1.02 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.58 | 0.81 | 0.95 | 1.69 | 0.90 | 1.09 | |
| | | 2 or more races | 0.65 | 0.82 | 1.40 | 1.17 | 1.29 | 1.12 | |
| | | Hispanic/Latino | 0.74 | 0.96 | 0.32 | 0.86 | 0.54 | 0.66 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 98.69% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.62% | 98.39% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Target not met. 2 complaint violations were not corrected in a timely manner. Continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 29 | NA | 12 complaints withdrawn or resolved. No further action required. | 24 | 14 |
| | Number of State complaints identified with violation(s) | NA | 16 | NA | 16 complaints required corrective action. | 12 | 8 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 3 | NA | 2 violations were corrected untimely and 11 are not due yet. | 4 | NA |
| | Number of due process hearings filed | NA | 74 | NA | No further action required. | 53 | 2 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 1 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 77 | NA | No further action required. | 106 | 188 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 42 | NA | No further action required. | 107 | 227 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 19% | NA | A gap of 33 percentage points exists between special education and general education students. | 22% | 21% |



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

June 4, 2020

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

Attached please find supporting documents:

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

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

Dr. Daniel D. Curry
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Calvert County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Christina Harris
Branch Chiefs

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|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 73.61% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 95.13%. | 77.46% | 76.56% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 3.16% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 0.90%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.33% | Met | Target met. No further action required. | 98.50% | 99.20% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.46% | Met | Target met. No further action required. | 98.60% | 99.11% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----|-------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 16.52% | Not Met | Target not met for reading and math for the 3 rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 19.05% | 23.64% |
| | | | Reading | ≥23.39% | 16.52% | Not Met | | 12.38% | 13.64% |
| | | 4 | Mathematics | ≥20.36% | 15.24% | Not Met | | 10.62% | 17.71% |
| | | | Reading | ≥25.89% | 12.38% | Not Met | | 7.14% | 9.28% |
| | | 5 | Mathematics | ≥23.06% | 7.26% | Not Met | | 14.02% | 6.61% |
| | | | Reading | ≥28.39% | 7.26% | Not Met | | 7.48% | 10.74% |
| | | 6 | Mathematics | ≥24.76% | 9.32% | Not Met | | 11.30% | 7.89% |
| | | | Reading | ≥30.89% | 9.32% | Not Met | | 11.30% | 8.77% |
| | | 7 | Mathematics | ≥26.46% | 10.78% | Not Met | | 10.71% | 0.93% |
| | | | Reading | ≥33.39% | 9.80% | Not Met | | 16.96% | 5.61% |
| | | 8 | Mathematics | ≥28.16% | 11.65% | Not Met | | 8.60% | 4.81% |
| | | | Reading | ≥35.89% | 15.53% | Not Met | | 6.45% | 3.81% |
| | | HS | Mathematics | ≥56.10% | 4.84% | Not Met | | 5.77% | 44.59% |
| | | | Reading | ≥50.54% | 20.63% | Not Met | | 16.67% | 14.29% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 1.29 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | --*-- | --*-- |
| | COMAR 13A.08.03.03 | | | | | | |
| | COMAR 13A.08.03.03 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 68.36% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 65.18% | 62.74% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 9.31% | Met | Target met. No further action required. | 9.47% | 10.60% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 4.24% | Met | Target met. No further action required. | 4.69% | 4.83% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 44.91% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 50.19% | 46.50% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 22.81% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.57% | 26.17% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | \geq 68.78% | 61.54% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 71.43% | 76.92% |
| | COMAR 13A.13.01.09 | \geq 53.00% | 68.57% | Met | Target met. No further action required. | 64.10% | 57.14% |




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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 80.95% | Met | Target met. No further action required. | 72.00% | 79.31% |
| | | 2. Exits within age expectations | ≥51.12% | 65.71% | Met | Target met. No further action required. | 61.54% | 52.38% |
| | COMAR 13A.13.01.09 | | | | | | | |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 87.69% | Met | Target met. No further action required. | 80.28% | 85.71% |
| | | 2. Exits within age expectations | ≥59.48% | 78.57% | Met | Target met. No further action required. | 64.10% | 59.32% |
| COMAR 13A.13.01.09 | | | | | | | | |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 88.00% | Met | Target met. No further action required. | 87.00% | 86.00% |
| | | Age 6-21 | ≥72.00% | 78.00% | Met | Target met. No further action required. | 67.00% | 74.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 26.98% | Not met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.08% | Small cell Size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 63.49% | Met | Target met. No further action required. | 58.97% | Small cell Size |
| | COMAR 13A.08.01.07 | | | | | | | |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 62.49% | Met | Target met. No further action required. | 74.36% | Small cell Size |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 23.97* |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) |  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | <i>American Indian/Alaska Native</i> | < 2.00 | 1.65 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.61 | 2.26* |
| | | <i>Asian</i> | < 2.00 | 0.54 | Met | | 0.40 | 0.51 |
| | | <i>Black/African American</i> | < 2.00 | 1.67 | Met | | 1.60 | 1.69 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.63 |
| | | <i>White</i> | < 2.00 | 0.77 | Met | | 0.79 | 0.73 |
| | | <i>2 or more races</i> | < 2.00 | 0.97 | Met | | 0.92 | 0.89 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.96 | Met | | 1.04 | 0.80 |

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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
|  | Compliance Indicator | | | | | | | | |
| 10 | <div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div> | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Specific Learning Disabilities and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 1.33 | 2.41 | 2.36 | 1.18 | 1.72 | 1.94 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.88 | 0.62 | 0.61 | 0.98 | 0.77 | 0.59 | |
| | | 2 or more races | -- | 0.66 | 1.34 | 0.95 | 1.40 | 1.15 | |
| | | Hispanic/Latino | -- | 1.16 | -- | 0.96 | 0.53 | 1.23 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.49% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.73% | 99.36% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 97.62% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | No further action required. | 1 | 3 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | 1 complaint required corrective action. | 1 | 2 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 1 | NA | No further action required. | 0 | NA |
| | Number of due process hearings filed | NA | 3 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 11 | NA | No further action required. | 1 | 10 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 19 | NA | No further action required. | 21 | 24 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 23% | NA | A gap of 31 percentage points exists between special education and general education students. | 17% | 31% |



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

June 4, 2020

Dr. Patricia W. Saelens
Superintendent
Caroline County Public Schools
204 Franklin Street
Denton, MD 21629

Dear Dr. Saelens:

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

Attached please find supporting documents:

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

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

Dr. Patricia W. Saelens
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Caroline County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Elizabeth T. Anthony
Branch Chiefs

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|--|---|-----------------|-----------------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) | | ≥ 70.38% | 65.22% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 90.16. | 54.17% | 66.67% |
| | COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | | | | | | |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) | | ≤ 2.55% | 2.74% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 1.78%. | ≤ 3.00% | 3.29% |
| | COMAR 13A.08.01.07 | | | | | | | |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.28% | Met | Target met. No further action required. | 99.30% | 99.30% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.28% | Met | Target met. No further action required. | 99.30% | 99.55% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----|-------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| <div>Results Indicator</div> | <div>Compliance Indicator</div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 9.76% | Not Met | Target not met for reading and math for the 3 rd through 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 11.90% | 21.43% |
| | | | Reading | ≥23.39% | 7.32% | Not Met | | 16.67% | 14.29% |
| | | 4 | Mathematics | ≥20.36% | 13.95% | Not Met | | 19.15% | 15.09% |
| | | | Reading | ≥25.89% | 11.63% | Not Met | | 12.77% | 9.62% |
| | | 5 | Mathematics | ≥23.06% | 14.29% | Not Met | | 12.50% | 14.71% |
| | | | Reading | ≥28.39% | 8.16% | Not Met | | 8.33% | 8.82% |
| | | 6 | Mathematics | ≥24.76% | 8.70% | Not Met | | 7.89% | 6.82% |
| | | | Reading | ≥30.89% | 10.87% | Not Met | | 10.53% | 2.33% |
| | | 7 | Mathematics | ≥26.46% | 0.00% | Not Met | | 4.65% | 6.25% |
| | | | Reading | ≥33.39% | 5.88% | Not Met | | 6.82% | 6.25% |
| | | 8 | Mathematics | ≥28.16% | 7.14% | Not Met | | 12.00% | 3.23% |
| | | | Reading | ≥35.89% | 2.38% | Not Met | | 8.00% | 6.45% |
| | | HS | Mathematics | ≥56.10% | 5.88% | Not Met | | 11.11% | 41.18% |
| | | | Reading | ≥50.54% | 5.88% | Not Met | | 16.67% | 0.00% |
| COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | | |

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| FFOY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> <div></div> <div>Discrepancy exists in the category</div> <div>Cell size ≥ 5</div> <div>N-size is ≥ 20</div> </div> <div> <div>*</div> <div>Cell size < 5 or N size is < 20</div> </div> <div> <div>--*--</div> <div>No suspension of disabled or nondisabled students</div> </div> </div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |
| 4A | COMAR 13A.08.03.03 | | | | | | |
| | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> <div></div> <div>Discrepancy exists in the category</div> <div>Cell size ≥ 5</div> <div>N-size is ≥ 20</div> </div> <div> <div>*</div> <div>Cell size < 5 or N size is < 20</div> </div> <div> <div>--*--</div> <div>No suspension of disabled or nondisabled students</div> </div> </div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |
| | COMAR 13A.08.03.03 | | | | | | |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) | $\geq 70.90\%$ | 80.70% | Met | Target met. No further action required. | 78.37% | 78.78% |
| | COMAR 13A.05.01.10 | | | | | | |



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| FFOY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|-----------------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | ≤ 10.76% | 11.31% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 11.31% | 10.41% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | ≤ 5.44% | 1.36% | Met | Target met. No further action required. | 1.98% | 2.36% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | ≥ 65.10% | 85.00% | Met | Target met. No further action required. | 90.79% | 90.66% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | ≤ 17.90% | 0.00% | Met | Target met. No further action required. | 1.32% | 1.33% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | ≥ 68.78% | 94.44% | Met | Target met. No further action required. | 70.00% | 36.36% |
| | COMAR 13A.13.01.09 | ≥ 53.00% | 74.07% | Met | Target met. No further action required. | 68.18% | 70.83% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|-----------------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 90.00% | Met | Target met. No further action required. | 80.95% | 64.71% |
| | | 2. Exits within age expectations | ≥51.12% | 70.37% | Met | Target met. No further action required. | 68.18% | 66.67% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 81.25% | Met | Target met. No further action required. | 69.23% | 66.67% |
| | | 2. Exits within age expectations | ≥59.48% | 70.37% | Met | Target met. No further action required. | 68.18% | 75.00% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 82.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 83.00% | 77.00% |
| | | Age 6-21 | ≥72.00% | 75.00% | Met | Target met. No further action required. | 80.00% | 77.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | No further action required. | Small cell size | Small cell size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 59.38% | Met | Target met. No further action required. | Small cell size | Small cell size |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 59.38% | Met | Target met. No further action required. | Small cell size | Small cell size |

Small cell size

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|----------------------------------|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification | American Indian/Alaska Native | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 1.65 |
| | | Asian | < 2.00 | 0.81 | Met | | -- | 0.51 |
| | | Black/African American | < 2.00 | 1.40 | Met | | 1.22 | 1.41 |
| | | Native Hawaiian/Pacific Islander | < 2.00 | -- | Met | | -- | 0.00 |
| | | White | < 2.00 | 1.13 | Met | | 1.19 | 1.06 |
| | | 2 or more races | < 2.00 | 1.14 | Met | | 1.30 | 1.08 |
| | | Hispanic/Latino | < 2.00 | 0.41 | Met | | 0.40 | 0.49 |
| | Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | | | | | | | |



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| SPP/APR Indicators | | | | | | | | | | |
|---|---|---|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|------|
| <div><div></div> Compliance Indicator</div> | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for White students with Emotional Disabilities and Multi-Race students with Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. | |
| | | Asian | -- | -- | -- | -- | -- | -- | | |
| | | Black/African American | 1.63 | 1.58 | -- | 1.24 | 1.36 | 1.33 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | | |
| | | <div><div></div> Discrepancy exists in the category</div> <div>Cell size ≥ 5 N-size is ≥ 20</div> | White | 0.95 | 1.20 | 2.64 | 1.49 | 0.81 | | 0.93 |
| | | <div>* Cell size < 5 or N size is < 20</div> | 2 or more races | -- | -- | -- | 0.58 | 2.67 | | -- |
| | | COMAR 13A.08.01.21 | Hispanic/Latino | -- | 0.49 | -- | 0.38 | 0.41 | | -- |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 98.94% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 0 | 1 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | NA | 1 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | NA |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 4 | NA | No further action required. | 6 | 0 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 7 | NA | No further action required. | 4 | 16 |

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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 36% | NA | A gap of 22 percentage points exists between special education and general education students. | 14% | 14% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Dr. Steven A. Lockard
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Dr. Lockard:

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

Attached please find supporting documents:

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

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

Dr. Steven A. Lockard
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Carroll County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Nicholas Shockney
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 83.24% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 97.14%. | 79.17% | 79.56% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 1.68% | Met | Target met. No further action required. The annual dropout rate for general education students was 0.87%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.82% | Met | Target met. No further action required. | 98.50% | 99.20% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.82% | Met | Target met. No further action required. | 98.90% | 98.78% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 25.31% | Met | Target met in math for 3 rd grade. | 16.92% | 25.00% |
| | | | Reading | ≥23.39% | 14.23% | Not Met | Target not met in reading 3 rd grade, for reading and math for the 4 th grade through the 8 th grade, and for reading and math for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 11.70% | 14.63% |
| | | 4 | Mathematics | ≥20.36% | 17.05% | Not Met | | 19.20% | 19.41% |
| | | | Reading | ≥25.89% | 16.29% | Not Met | | 11.65% | 12.66% |
| | | 5 | Mathematics | ≥23.06% | 15.87% | Not Met | | 16.67% | 18.60% |
| | | | Reading | ≥28.39% | 11.86% | Not Met | | 7.35% | 11.63% |
| | | 6 | Mathematics | ≥24.76% | 11.16% | Not Met | | 10.26% | 9.40% |
| | | | Reading | ≥30.89% | 13.49% | Not Met | | 11.68% | 8.09% |
| | | 7 | Mathematics | ≥26.46% | 10.73% | Not Met | | 15.27% | 9.91% |
| | | | Reading | ≥33.39% | 18.54% | Not Met | | 15.69% | 10.85% |
| | | 8 | Mathematics | ≥28.16% | 15.46% | Not Met | | 10.95% | 14.59% |
| | | | Reading | ≥35.89% | 17.53% | Not Met | | 10.95% | 10.27% |
| | | HS | Mathematics | ≥56.10% | 12.84% | Not Met | | 10.46% | 46.98% |
| | | | Reading | ≥50.54% | 22.67% | Not Met | | 16.25% | 19.73% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 9.17 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 6.00 | 4.03* |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 4.02* |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 75.46% | Met | Target met. No further action required. | 76.23% | 76.79% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 9.76% | Met | Target met. No further action required. | 9.34% | 7.45% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 3.88% | Met | Target met. No further action required. | 3.83% | 3.96% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 46.70% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 49.22% | 46.60% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 24.54% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.58% | 28.85% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 79.55% | Met | Target met. No further action required. | 56.67% | 66.00% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 50.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 35.39% | 67.71% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 84.78% | Met | Target met. No further action required. | 70.77% | 72.50% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 50.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 33.82% | 51.04% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 93.75% | Met | Target met. No further action required. | 80.30% | 75.00% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 44.23% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 35.29% | 55.21% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 87.00% | Met | Target met. No further action required. | 83.00% | 92.00% |
| | | Age 6-21 | ≥72.00% | 73.00% | Met | Target met. No further action required. | 72.00% | 80.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 24.59% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.37% | 30.19% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 77.60% | Met | Target met. No further action required. | 69.81% | 81.13% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 77.60% | Met | Target met. No further action required. | 96.86% | 91.19% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.42 | Met | | 0.40 | 3.55* |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 16.91* |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> <div> <p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p> </div> </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.93 | Met | <p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 1.18 |
| | | <i>Asian</i> | < 2.00 | 0.68 | Met | | 0.69 | 0.55 |
| | | <i>Black/African American</i> | < 2.00 | 1.27 | Met | | 1.31 | 1.49 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | 1.00 | 1.08 |
| | | <i>White</i> | < 2.00 | 0.88 | Met | | 0.89 | 0.76 |
| | | <i>2 or more races</i> | < 2.00 | 1.36 | Met | | 1.28 | 1.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 1.12 | Met | | 1.10 | 0.93 |
| | | | | | | | | |

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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. |
| | | Asian | 1.27 | 0.23 | -- | 0.81 | 0.51 | 0.64 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Black/African American | 1.64 | 1.45 | 1.29 | 0.68 | 1.64 | 0.90 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.82 | 0.74 | 1.09 | 1.13 | 0.79 | 1.18 | |
| | | 2 or more races | -- | 1.33 | 1.22 | 1.20 | 1.58 | 1.26 | |
| | | Hispanic/Latino | 1.15 | 1.73 | 0.66 | 0.98 | 1.09 | 0.67 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div> <div style="display: inline-block; width: 10px; height: 10px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></div> Results Indicator <div style="display: inline-block; width: 10px; height: 10px; background-color: lightblue; border: 1px solid black; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.88% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.46% | 99.20% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.60% | 99.80% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | No further action required. | 2 | 0 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | 1 complaint required corrective action. | 1 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 1 | NA | No further action required. | 1 | NA |
| | Number of due process hearings filed | NA | 6 | NA | No further action required. | 6 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 1 | NA | Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 6 | NA | No further action required. | 25 | 95 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 9 | 89 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 29% | NA | A gap of 34 percentage points exists between special education and general education students. | 29% | 26% |



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

June 4, 2020

Dr. Jeffrey A. Lawson
Superintendent
Cecil County Public Schools
201 Booth Street
Elkton, MD 21921

Dear Dr. Lawson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Cecil County Public Schools has achieved the determination status of "**Needs Assistance, 2 Years.**"

Attached please find supporting documents:

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

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

Dr. Jeffrey A. Lawson
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Sarah J. Farr, Ph.D.
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 74.11% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 93.09%. | 73.85% | 68.70% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 2.78% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 1.24%. | 3.15% | 3.04% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.68% | Met | Target met. No further action required. | 98.70% | 98.80% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.83% | Met | Target met. No further action required. | 98.70% | 98.60% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 10.73% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 8.90% | 10.53% |
| | | | Reading | ≥23.39% | 7.80% | Not Met | | 5.76% | 5.79% |
| | | 4 | Mathematics | ≥20.36% | 6.74% | Not Met | | 9.90% | 5.08% |
| | | | Reading | ≥25.89% | 4.15% | Not Met | | 7.92% | 4.02% |
| | | 5 | Mathematics | ≥23.06% | 8.16% | Not Met | | 7.07% | 6.52% |
| | | | Reading | ≥28.39% | 4.08% | Not Met | | 9.24% | 5.43% |
| | | 6 | Mathematics | ≥24.76% | 5.70% | Not Met | | 6.32% | 8.10% |
| | | | Reading | ≥30.89% | 6.67% | Not Met | | 9.77% | 5.66% |
| | | 7 | Mathematics | ≥26.46% | 5.88% | Not Met | | 6.63% | 5.85% |
| | | | Reading | ≥33.39% | 9.63% | Not Met | | 8.16% | 8.56% |
| | | 8 | Mathematics | ≥28.16% | 9.24% | Not Met | | 8.00% | 6.96% |
| | | | Reading | ≥35.89% | 9.73% | Not Met | | 6.29% | 1.92% |
| | | HS | Mathematics | ≥56.10% | 3.70% | Not Met | | 7.92% | 16.67% |
| | | | Reading | ≥50.54% | 6.86% | Not Met | | 3.30% | 9.26% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 0.72 | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.04 | 0.56 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 2.55 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.35 | 1.19 |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) | $\geq 70.90\%$ | 89.72% | Met | Target met. No further action required. | 90.75% | 90.81% |
| | COMAR 13A.05.01.10 | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---------------------------------------|---|--|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | ≤ 10.76% | 3.63% | Met | Target met. No further action required. | 3.51% | 3.27% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | ≤ 5.44% | 3.25% | Met | Target met. No further action required. | 3.12% | 2.70% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | ≥ 65.10% | 74.52% | Met | Target met. No further action required. | 82.14% | 66.01% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | ≤ 17.90% | 0.32% | Met | Target met. No further action required. | 1.07% | 0.00% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥ 68.78% | 67.61% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 85.07% | 59.32% |
| | | 2. Exits within age expectations ≥ 53.00% | 46.07% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 67.01% | 51.32% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth ≥ 72.37% | 83.75% | Met | Target met. No further action required. | 85.54% | 62.30% |
| | | 2. Exits within age expectations ≥ 51.12% | 38.20% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 58.76% | 44.74% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 83.08% | Met | Target met. No further action required. | 86.57% | 63.33% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 51.69% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 70.10% | 60.53% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 80.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 65.00% | 70.00% |
| | | Age 6-21 | ≥72.00% | 68.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 70.00% | 70.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 14.96% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 12.68% | 15.18% |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 62.20% | Met | Target met. No further action required. | 69.72% | 68.75% |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 62.20% | Met | Target met. No further action required. | 75.35% | 73.21% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Multi-Race SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.65 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.45 | Met | | 1.09 | 0.75 |
| | | <i>2 or more races</i> | < 2.00 | 4.18 | Not Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.95 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.11 | 1.37 |
| | | <i>Asian</i> | < 2.00 | 0.46 | Met | | 0.50 | 0.64 |
| | | <i>Black/African American</i> | < 2.00 | 1.07 | Met | | 1.04 | 1.07 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 1.10 |
| | | <i>White</i> | < 2.00 | 1.05 | Met | | 1.06 | 0.98 |
| | | <i>2 or more races</i> | < 2.00 | 0.91 | Met | | 0.91 | 1.11 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.93 | Met | | 0.92 | 1.01 |
| | | COMAR 13A.08.01.21 | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div><div></div></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Multi-Race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 1.11 | 1.08 | 1.61 | 0.68 | 1.28 | 1.45 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 1.37 | 1.03 | 0.74 | 1.29 | 0.92 | 0.91 | |
| | | 2 or more races | -- | 0.69 | 2.16 | 0.65 | 1.19 | 0.97 | |
| | * Cell size < 5 or N size is < 20 | Hispanic/Latino | -- | 1.18 | -- | 1.11 | 0.78 | 0.91 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| COMAR 13A.08.01.21 | | | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 94.68% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 93.33% | 99.32% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Target not met. 1 complaint violation was not corrected in a timely manner. If still uncorrected, continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | 1 complaint withdrawn or resolved. No further action required. | 1 | 0 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | No further action required. | 0 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | 1 violation was corrected untimely. | NA | NA |
| | Number of due process hearings filed | NA | 1 | NA | No further action required. | 0 | 1 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | 100% | 0 | NA | No further action required. The fiscal finding identified in FFY 2017 was corrected timely. | 1 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 9 | NA | No further action required. | 5 | 23 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 13 | NA | No further action required. | 7 | 72 |

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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 26% | NA | A gap of 21 percentage points exists between special education and general education students. | 15% | 22% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

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

Attached please find supporting documents:

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

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

Dr. Kimberly Hill
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Charles County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Arden Sotomayor, Ph.D.
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 69.87% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 95.30%. | 80.63% | 70.52% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 1.53% | Met | Target met. No further action required. The annual dropout rate for general education students was 0.89%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.49% | Met | Target met. No further action required. | 97.60% | 97.70% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.50% | Met | Target met. No further action required. | 98.00% | 97.79% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 16.36% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 13.33% | 16.00% |
| | | | Reading | ≥23.39% | 9.81% | Not Met | | 11.28% | 11.50% |
| | | 4 | Mathematics | ≥20.36% | 11.82% | Not Met | | 9.55% | 12.61% |
| | | | Reading | ≥25.89% | 11.33% | Not Met | | 10.50% | 8.73% |
| | | 5 | Mathematics | ≥23.06% | 9.42% | Not Met | | 9.80% | 10.43% |
| | | | Reading | ≥28.39% | 8.07% | Not Met | | 8.16% | 10.39% |
| | | 6 | Mathematics | ≥24.76% | 2.35% | Not Met | | 5.58% | 4.60% |
| | | | Reading | ≥30.89% | 3.53% | Not Met | | 8.41% | 4.58% |
| | | 7 | Mathematics | ≥26.46% | 5.53% | Not Met | | 3.62% | 3.70% |
| | | | Reading | ≥33.39% | 6.98% | Not Met | | 4.93% | 4.63% |
| | | 8 | Mathematics | ≥28.16% | 5.00% | Not Met | | 6.00% | 6.73% |
| | | | Reading | ≥35.89% | 5.41% | Not Met | | 6.00% | 5.33% |
| | | HS | Mathematics | ≥56.10% | 17.50% | Not Met | | 10.07% | 29.34% |
| | | | Reading | ≥50.54% | 23.91% | Not Met | | 20.51% | 12.80% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | 1.25 | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.57 | 1.94 |
| COMAR 13A.08.03.03 | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |
| COMAR 13A.08.03.03 | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|---|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 65.69% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 67.61% | 67.07% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 16.49% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 16.38% | 16.72% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 3.66% | Met | Target met. No further action required. | 2.97% | 2.96% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 69.04% | Met | Target met. No further action required. | 69.02% | 66.99% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.67% | Met | Target met. No further action required. | 2.28% | 13.83% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth \geq 68.78% | 82.86% | Met | Target met. No further action required. | 76.12% | 75.00% |
| | | 2. Exits within age expectations \geq 53.00% | 42.47% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 41.33% | 48.15% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 87.14% | Met | Target met. No further action required. | 76.47% | 73.08% |
| | | 2. Exits within age expectations | ≥51.12% | 49.32% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 40.00% | 44.44% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 81.69% | Met | Target met. No further action required. | 80.28% | 68.00% |
| | | 2. Exits within age expectations | ≥59.48% | 54.79% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 48.00% | 44.44% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 75.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 71.00% | 88.00% |
| | | Age 6-21 | ≥72.00% | 66.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 63.00% | 63.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 26.01% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 27.17% | 23.87% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 75.72% | Met | Target met. No further action required. | 63.59% | 67.10% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 75.72% | Met | Target met. No further action required. | 91.30% | 72.90% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 0.94 | Met | | 0.78 | 2.52* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 1.97* |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 1.91 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification | American Indian/Alaska Native | < 2.00 | 1.18 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. | 1.45 | 1.05 |
| | | Asian | < 2.00 | 0.60 | Met | | 0.49 | 0.49 |
| | | Black/African American | < 2.00 | 1.24 | Met | 1.18 | 1.25 | |
| | | Native Hawaiian/Pacific Islander | < 2.00 | -- | Met | -- | 0.34 | |
| | | White | < 2.00 | 0.98 | Met | 1.03 | 1.05 | |
| | | 2 or more races | < 2.00 | 0.85 | Met | 0.82 | 0.85 | |
| | | Hispanic/Latino | < 2.00 | 0.70 | Met | 0.77 | 0.79 | |
| | | Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. |
| | | Asian | 0.92 | -- | -- | 0.60 | 0.30 | 1.02 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Black/African American | 1.12 | 1.91 | 1.10 | 0.91 | 1.28 | 1.40 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 1.14 | 0.62 | 1.44 | 1.32 | 1.06 | 0.75 | |
| | | 2 or more races | 0.35 | 0.72 | 0.50 | 1.09 | 1.03 | 0.70 | |
| | | Hispanic/Latino | 0.98 | 0.72 | 0.46 | 0.72 | 0.39 | 0.82 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.38% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.72% | 99.51% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and program reports submitted in a timely and accurate manner. | 100% | 100% |
| | Number of State complaints filed | NA | 5 | NA | 1 complaint withdrawn or resolved. No further action required. | 4 | 4 |
| | Number of State complaints identified with violation(s) | NA | 3 | NA | 3 complaints required corrective action. | 4 | 3 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 1 | NA | 2 violations are not due yet. | 0 | NA |
| | Number of due process hearings filed | NA | 3 | NA | No further action required. | 3 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 1 | NA | Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 33 | NA | No further action required. | 14 | 76 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 39 | NA | No further action required. | 30 | 93 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 20% | NA | A gap of 26 percentage points exists between special education and general education students. | 15% | 11% |



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

June 4, 2020

Mr. W. David Bromwell, Jr.
Interim Superintendent
Dorchester County Board of Education
700 Glasgow Street
Cambridge, MD 21613

Dear Mr. Bromwell:

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

Attached please find supporting documents:

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

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

Mr. W. David Bromwell, Jr.
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Dorchester County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Kim Waller
Branch Chiefs

Dorchester County
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥70.38% | 57.69% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 83.78%. | 60.00% | 52.17% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 2.56% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 3.12%. | 4.26% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 97.74% | Met | 99.60% | 99.20% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.17% | Met | 100% | 98.16% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| <div>Results Indicator</div> | <div>Compliance Indicator</div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 8.00% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 3.03% | 9.38% |
| | | | Reading | ≥23.39% | 12.00% | Not Met | | 3.03% | 0.00% |
| | | 4 | Mathematics | ≥20.36% | 11.11% | Not Met | | 7.14% | 9.38% |
| | | | Reading | ≥25.89% | 13.89% | Not Met | | 3.57% | 6.25% |
| | | 5 | Mathematics | ≥23.06% | 9.38% | Not Met | | 12.50% | 2.33% |
| | | | Reading | ≥28.39% | 9.38% | Not Met | | 9.09% | 2.33% |
| | | 6 | Mathematics | ≥24.76% | 6.45% | Not Met | | 8.11% | 6.67% |
| | | | Reading | ≥30.89% | 16.13% | Not Met | | 8.11% | 3.33% |
| | | 7 | Mathematics | ≥26.46% | 2.86% | Not Met | | 18.75% | 7.32% |
| | | | Reading | ≥33.39% | 5.56% | Not Met | | 15.63% | 9.76% |
| | | 8 | Mathematics | ≥28.16% | 3.45% | Not Met | | 15.22% | 0.00% |
| | | | Reading | ≥35.89% | 3.45% | Not Met | | 15.22% | 2.86% |
| | | HS | Mathematics | ≥56.10% | 0.00% | Not Met | | 16.67% | 20.00% |
| | | | Reading | ≥50.54% | 0.00% | Not Met | | 20.00% | 5.88% |
| COMAR 13A.05.11.05 | | | | | | | | | |
| COMAR 13A.03.06.05 | | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.20 |
| COMAR 13A.08.03.03 | | | | | | | |
| | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 6.67* |
| | COMAR 13A.08.03.03 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 76.16% | Met | Target met. No further action required. | 76.07% | 75.49% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 7.30% | Met | Target met. No further action required. | 7.56% | 7.60% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 2.68% | Met | Target met. No further action required. | 2.77% | 2.45% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 94.83% | Met | Target met. No further action required. | 80.77% | 94.73% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.00% | Met | Target met. No further action required. | 1.92% | 0.00% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 61.11% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 87.50% | 50.00% |
| | | 2. Exits within age expectations \geq 53.00% | 27.27% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 55.00% | 25.00% |
| | COMAR 13A.13.01.09 | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 73.68% | Met | Target met. No further action required. | 70.00% | 64.29% |
| | | 2. Exits within age expectations | ≥51.12% | 31.82% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 50.00% | 25.00% |
| | COMAR 13A.13.01.09 | | | | | | | |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 80.95% | Met | Target met. No further action required. | 100% | 53.85% |
| | | 2. Exits within age expectations | ≥59.48% | 31.82% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 65.00% | 37.50% |
| | COMAR 13A.13.01.09 | | | | | | | |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | * | Small Cell Size |
| | | Age 6-21 | ≥72.00% | 68.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 82.00% | 70.00% |
| | | | | | | | | |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | No further action required. | Small cell size | Small Cell Size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | Small cell size | Met | No further action required. | Small cell size | Small Cell Size |
| | COMAR 13A.08.01.07 | | | | | | | |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | Small cell size | Met | No further action required. | Small cell size | Small Cell Size |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | --*-- |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.63 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | * Cell size < 5 or N size is < 20 | <i>White</i> | < 2.00 | -- | Met | | -- | 0.65 |
| | --*-- No suspension of disabled or nondisabled students | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 4.90* |
| COMAR 13A.08.01.21 | | | | | | | | |


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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.42 |
| | | <i>Black/African American</i> | < 2.00 | 1.04 | Met | | 1.02 | 1.29 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 1.02 | Met | | 1.07 | 1.01 |
| | | <i>2 or more races</i> | < 2.00 | 1.02 | Met | | 0.94 | 1.24 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.92 | Met | | 0.93 | 0.75 |
| | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | | | | | | | |
| COMAR 13A.08.01.21 | | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
|  | Compliance Indicator | | | | | | | | |
| 10 | <div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div> | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities and White students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 2.50 | 1.11 | 0.49 | 0.91 | 1.07 | 0.70 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.42 | 0.93 | 2.30 | 1.00 | 1.12 | 1.48 | |
| | | 2 or more races | 1.40 | 1.21 | -- | -- | -- | -- | |
| | | Hispanic/Latino | -- | 0.83 | -- | 1.83 | -- | 1.19 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.07% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | No further action required. | 2 | 1 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 0 | 1 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | NA |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. The fiscal finding identified in FFY 2017 was corrected timely. | 1 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 5 | NA | No further action required. | 1 | 7 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 25 | NA | No further action required. | 16 | 211 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 17% | NA | A gap of 29 percentage points exists between special education and general education students. | 15% | 21% |



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

June 4, 2020

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

Attached please find supporting documents:

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

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

Dr. Theresa R. Alban
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Frederick County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Michelle Concepcion
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 76.49% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 93.87%. | 73.99% | 72.94% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 0.69% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.19%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.03% | Target met. No further action required. | 99.00% | 99.60% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.16% | Target met. No further action required. | 99.20% | 99.59% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----|-------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 16.58% | Not Met | Target not met for reading and math for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 22.57% | 24.10% |
| | | | Reading | ≥23.39% | 14.71% | Not Met | | 16.62% | 16.31% |
| | | 4 | Mathematics | ≥20.36% | 18.35% | Not Met | | 17.46% | 14.68% |
| | | | Reading | ≥25.89% | 13.73% | Not Met | | 15.87% | 14.02% |
| | | 5 | Mathematics | ≥23.06% | 15.48% | Not Met | | 12.85% | 13.18% |
| | | | Reading | ≥28.39% | 13.92% | Not Met | | 12.89% | 11.17% |
| | | 6 | Mathematics | ≥24.76% | 8.38% | Not Met | | 9.88% | 9.38% |
| | | | Reading | ≥30.89% | 9.75% | Not Met | | 9.25% | 5.88% |
| | | 7 | Mathematics | ≥26.46% | 12.50% | Not Met | | 9.22% | 12.10% |
| | | | Reading | ≥33.39% | 14.16% | Not Met | | 12.10% | 13.46% |
| | | 8 | Mathematics | ≥28.16% | 11.83% | Not Met | | 9.66% | 11.29% |
| | | | Reading | ≥35.89% | 13.27% | Not Met | | 9.22% | 8.81% |
| | | HS | Mathematics | ≥56.10% | 19.30% | Not Met | | 15.95% | 50.52% |
| | | | Reading | ≥50.54% | 26.50% | Not Met | | 18.80% | 22.06% |
| COMAR 13A.05.11.05 | | | | | | | | | |
| COMAR 13A.03.06.05 | | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | 2.02 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.33 | 2.27 |
| COMAR 13A.08.03.03 | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 5.50 | 0.59 |
| COMAR 13A.08.03.03 | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 82.16% | Met | Target met. No further action required. | 81.55% | 80.34% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 7.31% | Met | Target met. No further action required. | 7.27% | 7.15% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 4.60% | Met | Target met. No further action required. | 4.79% | 4.84% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 49.47% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 50.63% | 46.57% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 8.98% | Met | Target met. No further action required. | 4.38% | 9.21% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 80.33% | Met | Target met. No further action required. | 67.63% | 78.83% |
| | | 2. Exits within age expectations \geq 53.00% | 68.04% | Met | Target met. No further action required. | 62.60% | 64.43% |
| | COMAR 13A.13.01.09 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 80.43% | Met | Target met. No further action required. | 73.66% | 75.24% |
| | | 2. Exits within age expectations | ≥51.12% | 66.67% | Met | Target met. No further action required. | 63.60% | 62.69% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 80.66% | Met | Target met. No further action required. | 73.63% | 71.00% |
| | | 2. Exits within age expectations | ≥59.48% | 66.67% | Met | Target met. No further action required. | 68.00% | 68.66% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 70.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 81.00% | 86.00% |
| | | Age 6-21 | ≥72.00% | 71.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 70.00% | 74.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 34.91% | Met | Target met. No further action required. | 33.55% | 36.22% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 76.36% | Met | Target met. No further action required. | 74.42% | 82.65% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 76.36% | Met | Target met. No further action required. | 96.35% | 100.00% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|---|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | ■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | <i>Black/African American</i> | < 2.00 | 3.42 | Not Met | | 3.69 | 0.80 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | * Cell size < 5 or N size is < 20 | <i>White</i> | < 2.00 | 0.35 | Met | | 0.36 | 1.87 |
| | ---* No suspension of disabled or nondisabled students | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 2.49* |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.93 |
| COMAR 13A.08.01.21 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|----------------------------------|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> </div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | American Indian/Alaska Native | < 2.00 | 1.45 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | 0.99 | 1.27 |
| | | Asian | < 2.00 | 0.49 | Met | | 0.49 | 0.41 |
| | | Black/African American | < 2.00 | 1.36 | Met | | 1.37 | 1.47 |
| | | Native Hawaiian/Pacific Islander | < 2.00 | 0.80 | Met | | 1.04 | 0.64 |
| | | White | < 2.00 | 1.00 | Met | | 0.99 | 0.86 |
| | | 2 or more races | < 2.00 | 0.93 | Met | | 1.06 | 0.97 |
| | | Hispanic/Latino | < 2.00 | 0.95 | Met | | 0.92 | 0.83 |
| | | COMAR 13A.08.01.21 | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|---|-----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
| <div><div></div></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | 1.80 | -- | -- | -- | -- | Disproportionality for Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. |
| | | Asian | 0.77 | 0.30 | -- | 0.55 | -- | 1.18 | |
| | | Black/African American | 1.52 | 1.46 | 2.44 | 0.83 | 1.56 | 1.43 | |
| | | Native Hawaiian/ Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.77 | 0.74 | 0.92 | 1.26 | 1.29 | 0.95 | |
| | | 2 or more races | -- | 0.84 | 1.08 | 1.12 | 0.97 | 0.79 | |
| | | Hispanic/Latino | 1.49 | 1.54 | 0.48 | 0.87 | 0.56 | 0.78 | |
| | <div><div></div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 99.71% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 6 | NA | 1 complaint withdrawn or resolved. No further action required. | 11 | 0 |
| | Number of State complaints identified with violation(s) | NA | 5 | NA | 4 complaints required corrective action. | 10 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 4 | NA | No further action required. | 0 | NA |
| | Number of due process hearings filed | NA | 5 | NA | No further action required. | 4 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 17 | NA | No further action required. | 9 | 88 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 10 | NA | No further action required. | 3 | 65 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 23% | NA | A gap of 37 percentage points exists between special education and general education students. | 40% | 26% |



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

June 4, 2020

Mrs. Barbara L. Baker
Superintendent
Garrett County Board of Education
40 South Second Street
Oakland, MD 21550

Dear Mrs. Baker:

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

Attached please find supporting documents:

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

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

Mrs. Barbara L. Baker
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Chelsie Manges, Ed.D.
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 61.11% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 91.85%. | 64.71% | 81.82% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 2.61% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 1.20%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.51% | Met | 100% | 100% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.02% | Met | 100% | 100% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 18.18% | Not Met | Target not met for reading and math for the 3 rd grade through the 8 th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 15.79% | 13.95% |
| | | | Reading | ≥23.39% | 18.18% | Not Met | | 5.26% | 11.36% |
| | | 4 | Mathematics | ≥20.36% | 10.00% | Not Met | | 14.29% | 5.41% |
| | | | Reading | ≥25.89% | 0.00% | Not Met | | 11.90% | 8.11% |
| | | 5 | Mathematics | ≥23.06% | 14.29% | Not Met | | 10.53% | 6.67% |
| | | | Reading | ≥28.39% | 14.29% | Not Met | | 10.53% | 8.89% |
| | | 6 | Mathematics | ≥24.76% | 11.76% | Not Met | | 14.29% | 3.85% |
| | | | Reading | ≥30.89% | 11.76% | Not Met | | 11.43% | 15.38% |
| | | 7 | Mathematics | ≥26.46% | 14.71% | Not Met | | 20.00% | 4.35% |
| | | | Reading | ≥33.39% | 11.76% | Not Met | | 15.00% | 4.35% |
| | | 8 | Mathematics | ≥28.16% | 11.11% | Not Met | | 4.76% | 3.45% |
| | | | Reading | ≥35.89% | 17.65% | Not Met | | 4.76% | 6.90% |
| | | HS | Mathematics | ≥56.10% | 10.71% | Not Met | | 23.53% | 37.50% |
| | | | Reading | ≥50.54% | 17.24% | Not Met | | 22.22% | 29.41% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00% |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 80.31% | Met | Target met. No further action required. | 77.21% | 80.17% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 10.31% | Met | Target met. No further action required. | 8.55% | 5.59% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 1.25% | Met | Target met. No further action required. | 2.56% | 2.51% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 80.00% | Met | Target met. No further action required. | 78.95% | 73.81% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.00% | Met | Target met. No further action required. | 2.63% | 0.00% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth \geq 68.78% | 76.47% | Met | Target met. No further action required. | 100% | 57.14% |
| | | 2. Exits within age expectations \geq 53.00% | 76.00% | Met | Target met. No further action required. | 69.23% | 75.00% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 88.89% | Met | Target met. No further action required. | 100% | 57.14% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 64.00% | Met | Target met. No further action required. | 76.92% | 75.00% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 84.21% | Met | Target met. No further action required. | 100% | 72.73% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 68.00% | Met | Target met. No further action required. | 69.23% | 75.00% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | 82.00% | 100% |
| | * Less than 10 survey responses | Age 6-21 | ≥72.00% | 80.00% | Met | Target met. No further action required. | 84.00% | 75.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | No further action required | Small cell size | Small cell size |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 61.90% | Met | Target met. No further action required. | Small cell size | Small cell size |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 61.90% | Met | Target met. No further action required. | Small cell size | Small cell size |

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|--|---|--|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. | -- | --*-- |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <div>■</div> <i>Black/African American</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | * <i>White</i> | < 2.00 | -- | Met | | -- | 0.00% |
| | | --*-- <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00% |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00% |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 1.43 | Met | | 0.98 | 3.14 |
| | | <i>2 or more races</i> | < 2.00 | 0.85 | Met | | 1.24 | 1.87 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 1.76 |
| | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | COMAR 13A.08.01.21 | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
|  | Compliance Indicator | | | | | | | | |
| 10 | <div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div> | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | -- | -- | -- | -- | -- | -- | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.75 | 0.86 | 0.58 | 1.68 | 0.47 | 0.41 | |
| | | 2 or more races | -- | -- | -- | -- | -- | -- | |
| | | Hispanic/Latino | -- | -- | -- | -- | -- | -- | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 0 | 1 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 0 | 1 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | NA |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. Two fiscal findings identified in FFY 2016 were corrected but not within 1 year of notification. | 0 | 2 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 0 | 3 |

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| | | | | | | | |
|--|--|----|-----|----|--|----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 2 | 16 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 16% | NA | A gap of 41 percentage points exists between special education and general education students. | NA | 14% |



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

June 4, 2020

Dr. Sean W. Bulson
Superintendent
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014-3731

Dear Dr. Bulson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Harford County Public Schools has achieved the determination status of **"Needs Assistance, 1 Year."**

Attached please find supporting documents:

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

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

Dr. Sean W. Bulson
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Michael Thatcher
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 55.45% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 93.30%. | 59.02% | 69.81% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 3.86% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 1.47%. | 5.26% | 4.39% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.09% | Met | 99.30% | 99.20% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.40% | Met | 99.40% | 98.90% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 15.14% | Not Met | Target not met in reading and math for the 3 rd grade through the 8 th grade and high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 15.79% | 16.85% |
| | | | Reading | ≥23.39% | 10.00% | Not Met | | 10.28% | 15.77% |
| | | 4 | Mathematics | ≥20.36% | 9.03% | Not Met | | 12.74% | 12.09% |
| | | | Reading | ≥25.89% | 7.84% | Not Met | | 12.74% | 10.66% |
| | | 5 | Mathematics | ≥23.06% | 8.86% | Not Met | | 8.82% | 11.30% |
| | | | Reading | ≥28.39% | 8.33% | Not Met | | 4.55% | 9.64% |
| | | 6 | Mathematics | ≥24.76% | 5.77% | Not Met | | 8.40% | 8.63% |
| | | | Reading | ≥30.89% | 6.27% | Not Met | | 7.33% | 11.99% |
| | | 7 | Mathematics | ≥26.46% | 9.65% | Not Met | | 6.41% | 11.55% |
| | | | Reading | ≥33.39% | 9.60% | Not Met | | 10.25% | 14.92% |
| | | 8 | Mathematics | ≥28.16% | 8.90% | Not Met | | 11.65% | 7.87% |
| | | | Reading | ≥35.89% | 8.50% | Not Met | | 9.94% | 8.71% |
| | | HS | Mathematics | ≥56.10% | 16.75% | Not Met | | 10.26% | 37.87% |
| | | | Reading | ≥50.54% | 23.08% | Not Met | | 18.35% | 18.25% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | <p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p> | ≤ 2.00 | 2.34 | Not Met | <p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | 2.12 | 1.70 |
| | <p>Single suspensions (> 10 days): Disabled vs. nondisabled</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p> | ≤ 2.00 | 2.19 | Not Met | <p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | 2.53 | 1.48 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 84.28% | Met | Target met. No further action required. | 83.64% | 83.66% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 3.73% | Met | Target met. No further action required. | 3.76% | 3.72% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 5.88% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 6.02% | 6.41% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 65.92% | Met | Target met. No further action required. | 60.68% | 53.20% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 7.36% | Met | Target met. No further action required. | 10.59% | 14.26% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 75.80% | Met | Target met. No further action required. | 74.31% | 49.06% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 55.61% | Met | Target met. No further action required. | 54.93% | 72.29% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 77.40% | Met | Target met. No further action required. | 78.64% | 72.29% |
| | | 2. Exits within age expectations | ≥51.12% | 52.94% | Met | Target met. No further action required. | 50.70% | 57.55% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 79.85% | Met | Target met. No further action required. | 70.09% | 70.27% |
| | | 2. Exits within age expectations | ≥59.48% | 66.84% | Met | Target met. No further action required. | 61.97% | 63.21% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 84.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 77.00% | 80.00% |
| | | Age 6-21 | ≥72.00% | 60.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 64.00% | 76.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 26.77% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 22.22% | 34.11% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 72.12% | Met | Target met. No further action required. | 74.19% | 81.94% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 72.12% | Met | Target met. No further action required. | 89.96% | 88.29% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of Black/African American and Multi-Race SWD were identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 11.09* |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 2.58 | Not Met | | 3.94 | 2.91* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.31 | Met | | 0.29 | 1.00 |
| | | <i>2 or more races</i> | < 2.00 | 2.04 | Not Met | | 1.15 | 0.78 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 1.03 | Met | | 0.69 | 2.81* |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.55 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 0.67 | 1.44 |
| | | <i>Asian</i> | < 2.00 | 0.38 | Met | | 0.42 | 0.40 |
| | | <i>Black/African American</i> | < 2.00 | 1.40 | Met | | 1.38 | 1.39 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.99 | Met | | 1.31 | 1.13 |
| | | <i>White</i> | < 2.00 | 0.85 | Met | | 0.86 | 0.87 |
| | | <i>2 or more races</i> | < 2.00 | 0.97 | Met | | 1.01 | 0.93 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 1.06 | Met | | 1.00 | 0.91 |
| | COMAR 13A.08.01.21 | | | | | | | |

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Harford County Annual Data FFY 2018
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
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FFY 2018¹ (SFY 2019) Part B Indicators

| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
|--|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
|  | Compliance Indicator | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | 0.16 | -- | 0.68 | -- | 0.90 | |
| | | Black/African American | 2.40 | 1.41 | 1.60 | 1.01 | 1.62 | 1.20 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.55 | 0.87 | 0.82 | 1.08 | 0.75 | 0.95 | |
| | | 2 or more races | 0.74 | 0.84 | 1.09 | 0.74 | 1.19 | 1.25 | |
| | | Hispanic/Latino | 1.24 | 1.17 | 0.70 | 1.11 | 1.05 | 0.58 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.50% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 99.60% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 98.08% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 91.30% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 4 | NA | No further action required. | 1 | 8 |
| | Number of State complaints identified with violation(s) | NA | 3 | NA | 3 complaints required corrective action. | 1 | 6 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 3 | NA | No further action required. | NA | NA |
| | Number of due process hearings filed | NA | 13 | NA | No further action required. | 4 | 1 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 112 | NA | No further action required. | 83 | 133 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 77 | NA | No further action required. | 56 | 135 |

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| | | | | | | | |
|--|---|----|-----|----|---|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 15% | NA | A gap of 33 percentage points exists between special education and general education students. | 18% | 25% |
|--|---|----|-----|----|---|-----|-----|



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

June 4, 2020

Dr. Michael J. Martirano
Superintendent
Howard County Public Schools
10910 Clarksville Pike
Ellicott City, MD 21042

Dear Dr. Martirano:

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

Attached please find supporting documents:

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

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

Dr. Michael J. Martirano
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Terri Savage, Ed.D.
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 67.41% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 93.63%. | 68.20% | 68.10% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 0.96% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.53%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.04% | Met | Target met. No further action required. | 99.20% | 99.00% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.97% | Met | Target met. No further action required. | 99.10% | 98.74% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | | | |
|--|--|--------------------|-------------|-----------------------|----------------------------|------------|---|------------------|----------|--|--|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | | FFY 2018 ¹ | | | Action Required | Previous Results | | | |
| | | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 15.34% | Not Met | Target not met for math or reading in the 3 rd through the 8 th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 21.25% | 21.96% | | |
| | | | Reading | ≥23.39% | 14.25% | Not Met | | 16.50% | 17.83% | | |
| | | 4 | Mathematics | ≥20.36% | 17.60% | Not Met | | 18.63% | 19.37% | | |
| | | | Reading | ≥25.89% | 16.91% | Not Met | | 16.63% | 15.34% | | |
| | | 5 | Mathematics | ≥23.06% | 16.04% | Not Met | | 12.43% | 13.55% | | |
| | | | Reading | ≥28.39% | 14.35% | Not Met | | 7.82% | 12.04% | | |
| | | 6 | Mathematics | ≥24.76% | 12.29% | Not Met | | 14.63% | 13.20% | | |
| | | | Reading | ≥30.89% | 12.53% | Not Met | | 14.35% | 9.94% | | |
| | | 7 | Mathematics | ≥26.46% | 15.20% | Not Met | | 16.00% | 17.41% | | |
| | | | Reading | ≥33.39% | 18.25% | Not Met | | 15.06% | 17.85% | | |
| | | 8 | Mathematics | ≥28.16% | 18.33% | Not Met | | 18.88% | 16.88% | | |
| | | | Reading | ≥35.89% | 15.00% | Not Met | | 12.17% | 8.46% | | |
| | | HS | Mathematics | ≥56.10% | 15.18% | Not Met | | 18.68% | 53.40% | | |
| | | | Reading | ≥50.54% | 20.62% | Not Met | | 14.23% | 14.80% | | |
| | | COMAR 13A.05.11.05 | | | | | | | | | |
| | | COMAR 13A.03.06.05 | | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | 2.44 | Not Met | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.57 | 1.73 |
| 4A | COMAR 13A.08.03.03 | | | | | | |
| | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students | ≤ 2.00 | * | Met | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |
| | COMAR 13A.08.03.03 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 76.85% | Met | Target met. No further action required. | 78.37% | 80.33% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 2.54% | Met | Target met. No further action required. | 1.94% | 1.86% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 6.80% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 7.02% | 6.51% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 84.35% | Met | Target met. No further action required. | 83.67% | 83.37% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.43% | Met | Target met. No further action required. | 0.22% | 1.27% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 70.37% | Met | Target met. No further action required. | 63.73% | 72.03% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 51.18% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 52.11% | 59.18% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 77.71% | Met | Target met. No further action required. | 73.21% | 72.65% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 55.92% | Met | Target met. No further action required. | 45.77% | 59.18% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 75.50% | Met | Target met. No further action required. | 73.47% | 71.30% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 63.03% | Met | Target met. No further action required. | 60.56% | 68.71% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 82.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 86.00% | 83.00% |
| | | Age 6-21 | ≥72.00% | 69.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 71.00% | 71.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 49.31% | Met | Target met. No further action required. | 47.89% | 50.22% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 79.66% | Met | Target met. No further action required. | 79.31% | 75.34% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 79.66% | Met | Target met. No further action required. | 91.57% | 79.37% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | -- | 80.31* |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 3.92 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.07 | 2.39* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.85 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 5.52* |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| <div style="text-align: center;">9 (Ages 6-21)</div> | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="margin-left: 20px;"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 1.44 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.37 | 0.93 |
| | | <i>Asian</i> | < 2.00 | 0.44 | Met | | 0.46 | 0.38 |
| | | <i>Black/African American</i> | < 2.00 | 1.61 | Met | | 1.60 | 1.49 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.98 | Met | | 1.09 | 0.87 |
| | | <i>White</i> | < 2.00 | 0.98 | Met | | 0.97 | 0.77 |
| | | <i>2 or more races</i> | < 2.00 | 0.99 | Met | | 0.98 | 0.82 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 1.19 | Met | | 1.17 | 1.06 |
| | COMAR 13A.08.01.21 | | | | | | | |

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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | | |
|--|---|---|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|------|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required | |
|  | Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Specific Learning Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. | |
| | | Asian | 0.61 | 0.21 | 0.11 | 0.47 | 0.19 | 0.75 | | |
| | | Black/African American | 1.58 | 2.05 | 2.07 | 1.21 | 2.07 | 1.41 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | | |
| | |  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | White | 0.95 | 0.80 | 1.17 | 1.07 | 1.08 | | 1.01 |
| | | * Cell size < 5 or N size is < 20 | 2 or more races | 0.67 | 0.97 | 1.37 | 1.13 | 0.94 | | 1.04 |
| | | COMAR 13A.08.01.21 | Hispanic/Latino | 1.12 | 1.71 | 0.85 | 1.45 | 0.98 | | 0.75 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|---------------|------------|--|------------------|----------|
| SPP/APR Indicators <div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 10px; height: 10px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 97.96% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 97.87% | 95.69% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 7 | NA | 2 complaint withdrawn or resolved. No further action required. | 8 | 22 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | 1 complaint required corrective action. | 5 | 11 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | Correction of 1 violation is not due yet. | 0 | NA |
| | Number of due process hearings filed | NA | 15 | NA | No further action required. | 9 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | The fiscal findings identified in FFY 2017 were not corrected timely. | 5 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 59 | NA | No further action required. | 26 | 57 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 17 | NA | No further action required. | 12 | 74 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 21% | NA | A gap of 40 percentage points exists between special education and general education students. | 15% | 28% |



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

June 4, 2020

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

Attached please find supporting documents:

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

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

Dr. Karen M. Couch
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Wendy Keen, Ed.D.
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.28% | 80.00% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 94.93%. | 78.26% | 77.27% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 1.23% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.45%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 100% | Met | Target met. No further action required. | 98.70% | 99.29% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 100% | Met | Target met. No further action required. | 99.30% | 98.61% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | | | | | | | | | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 4.00% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 8.70% | 15.79% |
| | | | Reading | ≥23.39% | 8.00% | Not Met | | 0.00% | 5.26% |
| | | 4 | Mathematics | ≥20.36% | 0.00% | Not Met | | 18.18% | 19.05% |
| | | | Reading | ≥25.89% | 0.00% | Not Met | | 4.55% | 14.29% |
| | | 5 | Mathematics | ≥23.06% | 0.00% | Not Met | | 18.18% | 0.00% |
| | | | Reading | ≥28.39% | 0.00% | Not Met | | 18.18% | 4.17% |
| | | 6 | Mathematics | ≥24.76% | 10.00% | Not Met | | 3.85% | 0.00% |
| | | | Reading | ≥30.89% | 10.00% | Not Met | | 3.85% | 0.00% |
| | | 7 | Mathematics | ≥26.46% | 3.70% | Not Met | | 0.00% | 5.26% |
| | | | Reading | ≥33.39% | 7.41% | Not Met | | 5.26% | 5.26% |
| | | 8 | Mathematics | ≥28.16% | 5.88% | Not Met | | 4.76% | 0.00% |
| | | | Reading | ≥35.89% | 5.88% | Not Met | | 14.29% | 0.00% |
| | | HS | Mathematics | ≥56.10% | 6.25% | Not Met | | 714% | 23.81% |
| | | | Reading | ≥50.54% | 7.69% | Not Met | | 14.29% | 5.00% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---------------------------------------|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div> * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students </div> </div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |
| 4A | COMAR 13A.08.03.03 | | | | | | |
| | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div> * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students </div> </div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |
| | COMAR 13A.08.03.03 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 78.45% | Met | Target met. No further action required. | 72.41% | 75.22% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 14.66% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 14.66% | 13.27% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 1.72% | Met | Target met. No further action required. | 3.02% | 3.98% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 94.44% | Met | Target met. No further action required. | 89.66% | 80.77% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 2.78% | Met | Target met. No further action required.. | 6.90% | 7.69% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 83.33% | Met | Target met. No further action required. | 100% | 100% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 66.67% | Met | Target met. No further action required. | 88.89% | 83.33% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 66.67% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 75.00% | 100% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 44.44% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 88.89% | 83.33% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 87.50% | Met | Target met. No further action required. | 100% | 100% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 44.44% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 88.89% | 83.33% |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | * | Small cell size |
| | | Age 6-21 | ≥72.00% | 73.00% | Met | Target met. No further action required. | 75.00% | 74.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | Target met. No further action required. | Small cell size | Small cell size |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | Small cell size | Met | Target met. No further action required. | Small cell size | Small cell size |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | Small cell size | Met | Target met. No further action required. | Small cell size | Small cell size |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Cell size < 5 or N size is < 20 </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 1.83 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.55 |
| | | <i>Black/African American</i> | < 2.00 | 1.91 | Met | | 2.09 | 2.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.75 | Met | | 0.70 | 0.74 |
| | | <i>2 or more races</i> | < 2.00 | 0.59 | Met | | 0.43 | 0.38 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.66 | Met | | 0.73 | 0.66 |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div><div></div> Compliance Indicator</div> | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 2.42 | 2.26 | -- | -- | 2.63 | -- | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | -- | 0.59 | 0.86 | 1.67 | 0.60 | 1.30 | |
| | | 2 or more races | -- | 0.80 | -- | -- | -- | -- | |
| | | Hispanic/Latino | -- | 0.75 | -- | -- | -- | -- | |
| COMAR 13A.08.01.21 | | | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.46% | 97.87% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | Small Cell Size |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

¹Local results are based on current data unless otherwise indicated.

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 1 | 0 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | 0 |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. The fiscal finding identified in FFY 2017 was corrected timely. | 1 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 2 | 0 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 10 | 21 |

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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 31% | NA | A gap of 25 percentage points exists between special education and general education students. | 23% | 61% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Dr. Jack R. Smith
Superintendent
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dear Dr. Smith:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Montgomery County Public Schools has achieved the determination status of "**Needs Intervention, 1 Year.**"

Attached please find supporting documents:

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

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

Dr. Jack R. Smith
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Phillip A. Lynch
Branch Chiefs

Montgomery County
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| `FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 68.81% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 90.50%. | 69.46% | 72.03% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 2.10% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.61%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.51% | Met | Target met. No further action required. | 97.70% | 98.77% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.06% | Met | Target met. No further action required. | 99.00% | 98.40% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 22.04% | Met | Target met in math for the 3 rd grade. Target not met for reading in the 3 rd grade, for reading and math for the 4 th grade through the 8 th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 20.59% | 22.62% |
| | | | Reading | ≥23.39% | 17.46% | Not Met | | 15.69% | 15.38% |
| | | 4 | Mathematics | ≥20.36% | 18.98% | Not Met | | 18.02% | 16.52% |
| | | | Reading | ≥25.89% | 14.68% | Not Met | | 16.56% | 13.47% |
| | | 5 | Mathematics | ≥23.06% | 16.20% | Not Met | | 14.46% | 14.36% |
| | | | Reading | ≥28.39% | 14.95% | Not Met | | 12.87% | 12.98% |
| | | 6 | Mathematics | ≥24.76% | 13.11% | Not Met | | 13.69% | 13.67% |
| | | | Reading | ≥30.89% | 14.57% | Not Met | | 15.01% | 13.20% |
| | | 7 | Mathematics | ≥26.46% | 15.42% | Not Met | | 14.95% | 12.32% |
| | | | Reading | ≥33.39% | 17.93% | Not Met | | 17.32% | 13.94% |
| | | 8 | Mathematics | ≥28.16% | 16.54% | Not Met | | 16.57% | 16.37% |
| | | | Reading | ≥35.89% | 17.16% | Not Met | | 13.19% | 12.30% |
| | | HS | Mathematics | ≥56.10% | 13.94% | Not Met | | 12.11% | 42.35% |
| | | | Reading | ≥50.54% | 25.90% | Not Met | | 18.04% | 16.94% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 4.00 | 3.17 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.0 | ≤ 2.00 | 5.64 | Not Met | | | |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.78 | 2.01 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 2.30 | Not Met | | | |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) | $\geq 70.90\%$ | 67.45% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 67.16% | 67.01% |
| | COMAR 13A.05.01.10 | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|----------------------------------|----------------------------|------------|-----------------|---|----------|--------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | FFY 2018 ¹ | | | Action Required | Previous Results | | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | | ≤ 10.76% | 14.02% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 13.85% | 13.78% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 and COMAR 13A.05.01.16 | | ≤ 5.44% | 5.75% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 5.63% | 5.82% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | | ≥ 65.10% | 34.61% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 42.47% | 43.10% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | | ≤ 17.90% | 48.90% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 40.36% | 36.24% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth | ≥68.78% | 63.86% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 65.43% | 71.09% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥53.00% | 50.41% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 52.88% | 62.26% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 66.88% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 70.27% | 69.55% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 49.17% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 51.56% | 52.89% |



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|---|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 70.56% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 73.33% | 76.36% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 60.17% | Met | Target met. No further action required. | 62.38% | 67.78% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 82.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 87.00% | 85.00% |
| | | Age 6-21 | ≥72.00% | 70.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 74.00% | 72.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 45.66% | Met | Target met. No further action required. | 47.62% | 42.32% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 72.78% | Met | Target met. No further action required. | 74.75% | 74.02% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 74.38% | Met | Target met. No further action required. | 81.97% | 77.86% |

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|---|---|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 1.37 |
| | | <i>Black/African American</i> | < 2.00 | 4.33 | Not Met | | 5.24 | 5.91 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.48 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 5.73* |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.68 | Met | | 0.72 | 1.41 |

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|---|--|---|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> <div> <p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p> </div> </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 1.09 | Met | <p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | 1.18 | 1.23 |
| | | <i>Asian</i> | < 2.00 | 0.51 | Met | | 0.50 | 0.44 |
| | | <i>Black/African American</i> | < 2.00 | 1.29 | Met | | 1.29 | 1.23 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.89 | Met | | 0.97 | 0.92 |
| | | <i>White</i> | < 2.00 | 0.92 | Met | | 0.93 | 0.90 |
| | | <i>2 or more races</i> | < 2.00 | 0.85 | Met | | 0.81 | 0.80 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 1.21 | Met | | 1.21 | 1.11 |
| | | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | 0.80 | -- | -- | 1.35 | 1.00 | Disproportionality for Hispanic/Latino students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | 0.69 | 0.24 | 0.20 | 0.71 | 0.32 | 0.94 | |
| | | Black/African American | 1.99 | 1.11 | 1.80 | 0.97 | 1.51 | 1.31 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.49 | 0.71 | 1.25 | 0.98 | 1.30 | 1.34 | |
| | | 2 or more races | 0.64 | 0.65 | 1.28 | 1.11 | 1.07 | 1.10 | |
| | | Hispanic/Latino | 1.19 | 2.01 | 0.71 | 1.20 | 0.81 | 0.56 | |



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|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 99.46% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.23% | 99.14% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 64.16% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Target not met. 4 complaint violations were not corrected in a timely manner. If still uncorrected, continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 21 | NA | 7 complaints withdrawn or resolved. No further action required. | 21 | 16 |
| | Number of State complaints identified with violation(s) | NA | 13 | NA | 13 complaints required corrective action. | 16 | 6 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 6 | NA | 4 violations were corrected untimely and 3 are not due yet. | 11 | NA |
| | Number of due process hearings filed | NA | 75 | NA | No further action required. | 78 | 5 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 1 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 67 | NA | No further action required. | 54 | 57 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 17 | NA | No further action required. | 30 | 71 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 12% | NA | A gap of 46 percentage points exists between special education and general education students. | 19% | 14% |



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

June 4, 2020

Dr. Monica E. Goldson
Chief Executive Officer
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Dr. Goldson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Prince George's County Public Schools has achieved the determination status of **"Needs Intervention, 1 Year."**

Attached please find supporting documents:

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

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

Dr. Monica E. Goldson
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Trinell Bowman
Branch Chiefs

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

| ddFFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 66.32% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 79.95%. | 71.85% | 67.39% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 6.18% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 5.11%. | 4.59% | 4.88% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.21% | Met | Target met. No further action required. | 98.70% | 98.67% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.19% | Met | Target met. No further action required. | 99.10% | 97.15% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 4.05 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 3.67 | 3.58 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 1.71 | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 2.41 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 71.31% | Met | Target met. No further action required. | 69.23% | 64.48% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 13.58% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 13.27% | 15.66% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 9.65% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 9.74% | 9.32% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 62.54% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 65.07% | 64.39% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 15.65% | Met | Target met. No further action required. | 14.84% | 16.91% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 69.14% | Met | Target met. No further action required. | 74.57% | 60.98% |
| | | 2. Exits within age expectations \geq 53.00% | 46.71% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 52.38% | 49.55% |
| | COMAR 13A.13.01.09 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 79.76% | Met | Target met. No further action required. | 83.16% | 80.65% |
| | | 2. Exits within age expectations | ≥51.12% | 45.89% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 51.54% | 46.53% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 72.30% | Met | Target met. No further action required. | 73.96% | 71.73% |
| | | 2. Exits within age expectations | ≥59.48% | 53.13% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.24% | 61.03% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 82.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 78.00% | 85.00% |
| | | Age 6-21 | ≥72.00% | 65.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 63.00% | 66.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 23.50% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 21.56% | 19.85% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 57.29% | Met | Target met. No further action required. | 58.11% | 58.29% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 57.29% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 68.27% | 66.28% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | American Indian/Alaska Native | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | -- | 0.00 |
| | | Asian | < 2.00 | -- | Met | | -- | 0.59 |
| | | Black/African American | < 2.00 | 4.36 | Not Met | | 2.79 | 4.07 |
| | | Native Hawaiian/Pacific Islander | < 2.00 | -- | Met | | -- | 0.00 |
| | | White | < 2.00 | 0.33 | Met | | 0.69 | 1.27 |
| | | 2 or more races | < 2.00 | -- | Met | | 1.53 | 1.89 |
| | | Hispanic/Latino | < 2.00 | 0.27 | Met | | 0.32 | 0.87 |
| | | Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | | | | | | |
| | * Cell size < 5 or N size is < 20 | | | | | | | |
| | --*-- No suspension of disabled or nondisabled students | | | | | | | |
| | COMAR 13A.08.01.21 | | | | | | | |


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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> * Cell size < 5 or N size is < 20 | <i>American Indian/Alaska Native</i> | < 2.00 | 1.14 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.22 | 1.13 |
| | | <i>Asian</i> | < 2.00 | 0.61 | Met | | 0.59 | 0.46 |
| | | <i>Black/African American</i> | < 2.00 | 1.33 | Met | | 1.35 | 1.03 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.48 | Met | | 0.38 | 0.43 |
| | | <i>White</i> | < 2.00 | 1.22 | Met | | 1.22 | 1.36 |
| | | <i>2 or more races</i> | < 2.00 | 0.99 | Met | | 1.04 | 0.85 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.74 | Met | | 0.72 | 0.67 |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
|  | Compliance Indicator | | | | | | | | |
| 10 | <div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div> | American Indian/Alaska Native | -- | 1.06 | -- | 2.75 | -- | 1.07 | Disproportionality for American Indian/Alaska Native students with Speech and Language Impairments, Black/African American students with Emotional Disabilities, and White Students with Speech and Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | 0.70 | 0.27 | 0.25 | 0.54 | 0.21 | 1.52 | |
| | | Black/African American | 1.46 | 1.09 | 3.25 | 1.31 | 1.90 | 1.74 | |
| | | Native Hawaiian/Pacific Islander | -- | 0.67 | -- | -- | -- | -- | |
| | | White | 0.81 | 0.89 | 1.52 | 2.19 | 1.15 | 1.66 | |
| | | 2 or more races | 0.89 | 0.82 | 0.93 | 1.79 | 0.71 | 1.35 | |
| | | Hispanic/Latino | 0.71 | 1.03 | 0.23 | 0.59 | 0.54 | 0.40 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 98.47% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.47% | 97.03% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.60% | 98.6% |

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| Other Data Considerations | | | | | | | |
|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Target not met. 2 complaint violations were not corrected in a timely manner. If still uncorrected, continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible. | <100% | 96.61% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Indicator data and program reports submitted in a timely and accurate manner. However, data and reports related to correction of noncompliance are not submitted timely. | <100% | 98.39% |
| | Number of State complaints filed | NA | 65 | NA | 24 complaints withdrawn or resolved. No further action required. | 57 | 45 |
| | Number of State complaints identified with violation(s) | NA | 35 | NA | 33 complaints required corrective action. | 29 | 35 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 25 | NA | 2 violations were corrected untimely and 6 are not due yet. | 4 | NA |
| | Number of due process hearings filed | NA | 69 | NA | No further action required. | 57 | 5 |
| | Number of due process hearings identified with violations | NA | 1 | NA | No further action required. | 0 | 1 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 282 | NA | No further action required. | 306 | 477 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 431 | NA | No further action required. | 313 | 682 |

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

| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 14% | NA | A gap of 24 percentage points exists between special education and general education students. | 10% | 12% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Dr. Andrea Kane
Superintendent
Queen Anne's County Board of Education
202 Chesterfield Avenue
Centreville, MD 21617

Dear Dr. Kane:

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

Attached please find supporting documents:

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

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

Dr. Andrea Kane
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Joeleen Smith
Branch Chiefs

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 81.08% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 97.37%. | 81.40% | 85.11% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 0.96% | Met | Target met. No further action required. The annual dropout rate for general education students was 0.52%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 99.11% | Met | Target met. No further action required. | 99.10% | 99.22% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.11% | Met | Target met. No further action required. | 99.30% | 99.22% |



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Queen Anne's County Annual Data FFY 2018
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 23.33% | Met | Target met in math for 3 rd and 4 th grade. Target not met in reading for 3 rd and 4 th grade. Target not met in reading or math for 5 th grade through 8 th grade and high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 22.67% | 26.92% |
| | | | Reading | ≥23.39% | 18.33% | Not Met | | 13.16% | 14.10% |
| | | 4 | Mathematics | ≥20.36% | 27.03% | Met | | 15.00% | 13.11% |
| | | | Reading | ≥25.89% | 14.86% | Not Met | | 18.75% | 13.11% |
| | | 5 | Mathematics | ≥23.06% | 18.67% | Not Met | | 19.70% | 7.81% |
| | | | Reading | ≥28.39% | 17.33% | Not Met | | 15.15% | 4.69% |
| | | 6 | Mathematics | ≥24.76% | 11.29% | Not Met | | 6.06% | 12.82% |
| | | | Reading | ≥30.89% | 12.90% | Not Met | | 6.06% | 6.41% |
| | | 7 | Mathematics | ≥26.46% | 5.88% | Not Met | | 9.21% | 4.48% |
| | | | Reading | ≥33.39% | 13.24% | Not Met | | 9.21% | 10.45% |
| | | 8 | Mathematics | ≥28.16% | 13.33% | Not Met | | 5.00% | 17.91% |
| | | | Reading | ≥35.89% | 18.67% | Not Met | | 6.67% | 13.43% |
| | | HS | Mathematics | ≥56.10% | 10.34% | Not Met | | 9.38% | 36.84% |
| | | | Reading | ≥50.54% | 11.11% | Not Met | | 18.75% | 5.26% |

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Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> <div></div> <div>Discrepancy exists in the category</div> <div>Cell size \geq 5</div> <div>N-size is \geq 20</div> </div> <div> <div>*</div> <div>Cell size < 5 or N size is < 20</div> </div> <div> <div>--*--</div> <div>No suspension of disabled or nondisabled students</div> </div> </div> <div>COMAR 13A.08.03.03</div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 13.35* |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <div> <div> <div></div> <div>Discrepancy exists in the category</div> <div>Cell size \geq 5</div> <div>N-size is \geq 20</div> </div> <div> <div>*</div> <div>Cell size < 5 or N size is < 20</div> </div> <div> <div>--*--</div> <div>No suspension of disabled or nondisabled students</div> </div> </div> <div>COMAR 13A.08.03.03</div> | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |

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Queen Anne's County
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|----------------------------------|-----------------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) 5COMAR 13A.05.01.15 | | ≥ 70.90% | 87.77% | Met | Target met. No further action required. | 87.64% | 90.08% |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | | ≤ 10.76% | 6.99% | Met | Target met. No further action required. | 7.34% | 6.57% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | | ≤ 5.44% | 0.94% | Met | Target met. No further action required. | 1.29% | 0.90% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | | ≥ 65.10% | 55.17% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 62.86% | 57.00% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | | ≤ 17.90% | 24.14% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 22.86% | 24.30% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥68.78% | 94.44% | Met | Target met. No further action required. | 78.26% | 86.67% |
| | | 2. Exits within age expectations | ≥53.00% | 71.43% | Met | Target met. No further action required. | 62.50% | 80.00% |



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Notice of Performance for the Period July 1, 2018 – June 30, 2019

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|--|-----------------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 75.56% | Met | Target met. No further action required. | 75.00% | 76.00% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 51.02% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 46.88% | 63.33% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 90.63% | Met | Target met. No further action required. | 80.00% | 94.44% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 71.43% | Met | Target met. No further action required. | 68.75% | 86.67% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 88.00% | Met | Target met. No further action required. | 89.00% | Small cell size |
| | | Age 6-21 | ≥72.00% | 66.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 77.00% | 68.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 36.11% | Met | Target met. No further action required. | Small cell size | Small cell size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 77.78% | Met | Target met. No further action required. | Small cell size | Small cell size |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 77.78% | Met | Target met. No further action required. | Small cell size | Small cell size |




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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 70.24* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 3.47* |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 54.22* |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|-----------------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) |  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.95 |
| | | <i>Asian</i> | < 2.00 | 1.07 | Met | | 0.95 | 0.69 |
| | | <i>Black/African American</i> | < 2.00 | 1.81 | Met | | 1.81 | 1.95 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 14.56* |
| | | <i>White</i> | < 2.00 | 0.89 | Met | | 0.86 | 0.65 |
| | | <i>2 or more races</i> | < 2.00 | 0.79 | Met | | 0.86 | 0.86 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.84 | Met | | 0.84 | 0.56 |
| | | COMAR 13A.08.01.21 | | | | | | |



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Queen Anne's County
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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|---|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
|  Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Autism was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | 1.77 | -- | -- | -- | -- | |
| | | Black/African American | 3.90 | 2.55 | -- | 1.10 | 1.29 | 2.01 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.65 | 0.63 | 0.37 | 1.44 | 1.13 | 1.14 | |
| | | 2 or more races | -- | 0.94 | -- | -- | 1.21 | -- | |
| | | Hispanic/Latino | -- | 1.02 | -- | 0.90 | 0.47 | -- | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 97.93% | 99.12% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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Division of Early Intervention and Special Education Services

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| Other Data Considerations | | | | | | | |
|--|---|-----------------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 ¹ | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 4 | NA | 2 complaints withdrawn or resolved. No further action required. | 2 | 0 |
| | Number of State complaints identified with violation(s) | NA | 2 | NA | 2 complaints required corrective action. | 1 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 1 | NA | 1 violation is not due yet. | 1 | NA |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 0 | 1 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 0 | 10 |

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Queen Anne's County
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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 13% | NA | A gap of 38 percentage points exists between special education and general education students. | 25% | 16% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Dr. James Scott Smith
Superintendent
St. Mary's County Public Schools
23160 Moakley Street; Suite 109
Leonardtown, MD 20650

Dear Dr. Smith:

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

Attached please find supporting documents:

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

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

Dr. James Scott Smith
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the St. Mary's County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Scott Szczerbiak
Branch Chiefs

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2018 – June 30, 2019

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 73.03% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 96.20%. | 69.61% | 72.29% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 2.43% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.11%. | 3.57% | ≤ 3.00 |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.57% | Met | Target met. No further action required. | 98.40% | 99.10% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.95% | Met | Target met. No further action required. | 98.50% | 98.58% |



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St. Mary's County
Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|--------------|----------------------------|------------|-----------------|--|----------|--------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 14.88% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 14.08% | 12.59% |
| | | | Reading | ≥23.39% | 10.71% | Not Met | | 7.04% | 9.15% |
| | | 4 | Mathematics | ≥20.36% | 12.26% | Not Met | | 12.35% | 8.92% |
| | | | Reading | ≥25.89% | 7.74% | Not Met | | 8.64% | 9.55% |
| | | 5 | Mathematics | ≥23.06% | 8.43% | Not Met | | 10.56% | 10.49% |
| | | | Reading | ≥28.39% | 8.38% | Not Met | | 8.13% | 9.09% |
| | | 6 | Mathematics | ≥24.76% | 8.92% | Not Met | | 5.43% | 9.38% |
| | | | Reading | ≥30.89% | 9.49% | Not Met | | 9.23% | 6.21% |
| | | 7 | Mathematics | ≥26.46% | 8.28% | Not Met | | 9.87% | 6.58% |
| | | | Reading | ≥33.39% | 11.03% | Not Met | | 11.76% | 7.24% |
| | | 8 | Mathematics | ≥28.16% | 10.71% | Not Met | | 10.40% | 11.76% |
| | | | Reading | ≥35.89% | 7.75% | Not Met | | 6.50% | 9.24% |
| | | HS | Mathematics | ≥56.10% | 14.94% | Not Met | | 8.00% | 25.84% |
| | | | Reading | ≥50.54% | 11.76% | Not Met | | 4.05% | 9.20% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.17 | 0.00 |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | | ≤ 2.00 | * | Met | | |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | | ≤ 2.00 | * | Met | | |



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St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2018 – June 30, 2019

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 74.75% | Met | Target met. No further action required. | 74.33% | 75.78% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 11.40% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 11.82% | 11.81% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 1.69% | Met | Target met. No further action required. | 2.08% | 2.19% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 71.20% | Met | Target met. No further action required. | 79.41% | 84.28% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.00% | Met | Target met. No further action required. | 0.49% | 0.48% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 71.67% | Met | Target met. No further action required. | 77.05% | 46.34% |
| | | 2. Exits within age expectations \geq 53.00% | 34.38% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 28.57% | 13.33% |
| | COMAR 13A.13.01.09 | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 64.52% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 70.77% | 50.00% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 32.81% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 30.00% | 13.33% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 74.19% | Met | Target met. No further action required. | 87.69% | 43.90% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 40.63% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 32.86% | 15.56% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 82.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 76.00% | 87.00% |
| | | Age 6-21 | ≥72.00% | 74.00% | Met | Target met. No further action required. | 75.00% | 79.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 22.92% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 16.50% | 23.19% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 58.33% | Met | Target met. No further action required. | 62.14% | 68.12% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 58.33% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 72.82% | 78.26% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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St. Mary's County
Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| <div style="background-color: lightblue; padding: 10px; text-align: center;"> 9 (Ages 6-21) </div> | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.06 | 1.12 |
| | | <i>Asian</i> | < 2.00 | 0.38 | Met | | 0.41 | 0.25 |
| | | <i>Black/African American</i> | < 2.00 | 1.55 | Met | | 1.48 | 1.62 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.35 |
| | | <i>White</i> | < 2.00 | 0.81 | Met | | 0.82 | 0.81 |
| | | <i>2 or more races</i> | < 2.00 | 1.11 | Met | | 1.14 | 1.03 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.78 | Met | | 0.82 | 0.81 |
| | <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | | | | | | | |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div> | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities and with Multi-Race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 2.27 | 1.64 | 2.14 | 1.21 | 1.56 | 1.04 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.59 | 0.79 | 0.61 | 1.08 | 0.89 | 0.94 | |
| | | 2 or more races | 1.14 | 0.90 | 2.00 | 1.00 | 1.01 | 1.04 | |
| | | Hispanic/Latino | 0.74 | 1.01 | -- | 0.51 | 0.58 | 1.32 | |



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| FFY 2017 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 98.00% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 3 | NA | 3 complaints withdrawn or resolved. No further action required. | 2 | 1 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 2 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | 1 | NA |
| | Number of due process hearings filed | NA | 3 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 4 | NA | No further action required. | 1 | 13 |

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| | | | | | | | |
|--|--|----|-----|----|--|----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 2 | NA | No further action required. | 8 | 34 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 16% | NA | A gap of 31 percentage points exists between special education and general education students. | 9% | 26% |



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

June 4, 2020

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

Dear Dr. Gaddis:

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

Attached please find supporting documents:

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

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

Dr. John B. Gaddis
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Somerset County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Cheryl A. O'Neal
Branch Chiefs

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 68.42% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 86.42%. | 63.89% | 61.29% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 4.51% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 3.26%. | 5.48% | 5.19% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.27% | Met | 99.20% | 99.20% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.27% | Met | 99.60% | 99.06% |



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Somerset County Annual Data FFY 2018
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|--------------|----------------------------|------------|-----------------|--|----------|--------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 8.57% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results. | 8.51% | 16.13% |
| | | | Reading | ≥23.39% | 8.57% | Not Met | | 17.39% | 10.00% |
| | | 4 | Mathematics | ≥20.36% | 10.20% | Not Met | | 8.57% | 11.43% |
| | | | Reading | ≥25.89% | 12.24% | Not Met | | 8.33% | 16.67% |
| | | 5 | Mathematics | ≥23.06% | 5.71% | Not Met | | 7.69% | 21.43% |
| | | | Reading | ≥28.39% | 2.86% | Not Met | | 15.38% | 21.43% |
| | | 6 | Mathematics | ≥24.76% | 2.78% | Not Met | | 13.04% | 11.63% |
| | | | Reading | ≥30.89% | 8.33% | Not Met | | 26.09% | 11.63% |
| | | 7 | Mathematics | ≥26.46% | 15.79% | Not Met | | 20.00% | 8.89% |
| | | | Reading | ≥33.39% | 21.05% | Not Met | | 17.78% | 13.33% |
| | | 8 | Mathematics | ≥28.16% | 13.51% | Not Met | | 17.65% | 17.24% |
| | | | Reading | ≥35.89% | 8.11% | Not Met | | 19.23% | 17.24% |
| | | HS | Mathematics | ≥56.10% | 6.67% | Not Met | | 0.00% | 38.46% |
| | | | Reading | ≥50.54% | 13.33% | Not Met | | 0.00% | 3.85% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 2.92 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 2.73 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 72.04% | Met | Target met. No further action required. | 72.37% | 76.24% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 16.12% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 20.53% | 18.28% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 1.26% | Met | Target met. No further action required. | 0.26% | 1.31% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 60.47% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 41.94% | 42.86% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 13.95% | Met | Target met. No further action required. | 9.68% | 22.86% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 85.71% | Met | Target met. No further action required. | 66.67% | 57.14% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 44.44% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 36.36% | 62.50% |



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Somerset County Annual Data FFY 2018
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Division of Early Intervention and Special Education Services

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

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 87.50% | Met | Target met. No further action required. | 77.78% | 62.50% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 55.56% | Met | Target met. No further action required. | 54.55% | 37.50% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 85.71% | Met | Target met. No further action required. | 85.71% | 66.67% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 55.56% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 72.73% | 75.00% |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | * | Small Cell Size |
| | | Age 6-21 | ≥72.00% | 84.00% | Met | Target met. No further action required. | 84.00% | 79.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | No further action required. | Small cell size | Small Cell Size |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 68.75% | Met | Target met. No further action required. | Small cell size | Small Cell Size |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 68.75% | Met | Target met. No further action required. | Small cell size | Small Cell Size |




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 Somerset County Annual Data FFY 2018
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

Somerset County
Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | --*-- |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 2.57 | Not Met | | 10.79 | 4.41* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | 0.28 | Met | | -- | 0.91 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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Somerset County Annual Data FFY 2018
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Somerset County
Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) |  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.56 |
| | | <i>Black/African American</i> | < 2.00 | 1.17 | Met | | 1.03 | 1.28 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 1.03 | Met | | 1.17 | 1.25 |
| | | <i>2 or more races</i> | < 2.00 | 1.04 | Met | | 1.13 | 1.29 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.46 | Met | | 0.48 | 0.35 |
| | | COMAR 13A.08.01.21 | | | | | | |



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

| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | | |
|--|---|---|----------------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|------|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required | |
| <div><div></div></div> Compliance Indicator | | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | |
| | | Asian | -- | -- | -- | -- | -- | -- | | |
| | | Black/African American | 1.50 | 1.16 | 1.18 | 0.82 | 1.61 | 0.77 | | |
| | | <div><div></div></div> Discrepancy exists in the category | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | | |
| | | Cell size ≥ 5 N-size is ≥ 20 | White | 1.05 | 1.04 | 0.73 | 1.10 | 0.80 | | 1.98 |
| | | * Cell size < 5 or N size is < 20 | 2 or more races | -- | 1.37 | -- | 1.50 | -- | | -- |
| | | COMAR 13A.08.01.21 | Hispanic/Latino | -- | -- | -- | 0.82 | -- | | -- |



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Maryland State Department of Education
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Somerset County
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Notice of Performance for the Period July 1, 2018 – June 30, 2019

| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 98.51% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 98.70% |

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

| Other Data Considerations | | | | | | | |
|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | No further action required. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 1 | 0 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 18 | NA | No further action required. | 3 | 18 |

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Somerset County Annual Data FFY 2018
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Somerset County
Annual Data on SPP/APR Part B Indicators
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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 64 | NA | No further action required. | 71 | 56 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 38% | NA | A gap of 28 percentage points exists between special education and general education students. | 28% | 44% |



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

June 4, 2020

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

Dear Dr. Griffith:

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

Attached please find supporting documents:

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

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

Dr. Kelly L. Griffith
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Kristin Mentges
Branch Chiefs

Talbot County
Annual Data on SPP/APR Part B Indicators
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|-----------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 81.82% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 95.03%. | 69.57% | 60.00% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 0.87% | Met | Target met. No further action required. The annual dropout rate for general education students was 0.70%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 97.94% | Target met. No further action required. | 98.80% | 98.60% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.77% | Target met. No further action required. | 98.80% | 98.64% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|--------------|----------------------------|------------|-----------------|--|----------|--------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 25.00% | Met | Target met for 3 rd grade math. Target not met in reading for 3 rd grade. Target not met for reading or math for 4 th through 8 th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 11.11% | 14.00% |
| | | | Reading | ≥23.39% | 22.22% | Not Met | | 14.81% | 16.00% |
| | | 4 | Mathematics | ≥20.36% | 12.50% | Not Met | | 2.13% | 10.64% |
| | | | Reading | ≥25.89% | 4.17% | Not Met | | 8.51% | 12.77% |
| | | 5 | Mathematics | ≥23.06% | 2.56% | Not Met | | 2.38% | 7.32% |
| | | | Reading | ≥28.39% | 7.50% | Not Met | | 9.52% | 9.76% |
| | | 6 | Mathematics | ≥24.76% | 2.27% | Not Met | | 4.55% | 2.56% |
| | | | Reading | ≥30.89% | 6.82% | Not Met | | 9.09% | 2.56% |
| | | 7 | Mathematics | ≥26.46% | 9.30% | Not Met | | 0.00% | 8.82% |
| | | | Reading | ≥33.39% | 6.98% | Not Met | | 0.00% | 17.65% |
| | | 8 | Mathematics | ≥28.16% | 0.00% | Not Met | | 3.45% | 8.70% |
| | | | Reading | ≥35.89% | 0.00% | Not Met | | 10.34% | 13.04% |
| | | HS | Mathematics | ≥56.10% | 16.67% | Not Met | | 0.00% | 30.77% |
| | | | Reading | ≥50.54% | 15.79% | Not Met | | 10.53% | 7.69% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 1.39 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 77.07% | Met | Target met. No further action required. | 75.97% | 77.72% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 8.04% | Met | Target met. No further action required. | 8.98% | 9.28% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 1.65% | Met | Target met. No further action required. | 1.70% | 1.59% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 80.28% | Met | Target met. No further action required. | 90.24% | 98.65% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 1.41% | Met | Target met. No further action required. | 0.00% | 0.00% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 100% | Met | Target met. No further action required. | 100% | 83.33% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | 64.29% | Met | Target met. No further action required. | 100% | 62.50% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 81.82% | Met | Target met. No further action required. | 100% | 85.71% |
| | | 2. Exits within age expectations | ≥51.12% | 50.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 87.50% | 62.50% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 78.57% | Met | Target met. No further action required. | 100% | 83.33% |
| | | 2. Exits within age expectations | ≥59.48% | 57.14% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 87.50% | 75.00% |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | 100% | 100% |
| | | Age 6-21 | ≥72.00% | 82.00% | Met | Target met. No further action required. | 73.00% | 73.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | Small cell size | Met | No further action required. | Small cell size | Small cell size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 62.50% | Met | No further action required. | Small cell size | Small cell size |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 62.50% | Met | No further action required. | Small cell size | Small cell size |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | --*-- |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 2.06* |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | 1.10 | Met | | 1.07 | 0.34 |
| | | <i>Black/African American</i> | < 2.00 | 1.53 | Met | | 1.58 | 1.74 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.90 | Met | | 0.95 | 0.94 |
| | | <i>2 or more races</i> | < 2.00 | 0.87 | Met | | 0.52 | 0.47 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.79 | Met | | 0.78 | 0.62 |
| | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | | | | | | | |
| COMAR 13A.08.01.21 | | | | | | | | |

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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 3.54 | 1.57 | 1.21 | 1.60 | 1.14 | 0.97 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.51 | 1.10 | 1.52 | 0.64 | 1.09 | 1.52 | |
| | | 2 or more races | -- | 0.66 | -- | 1.27 | 1.00 | -- | |
| | | Hispanic/Latino | -- | 0.68 | -- | 1.08 | 0.81 | -- | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---------------------------------------|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 94.35% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 94.83% | 97.96% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | No further action required. | <100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | No further action required. | 1 | 1 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | 1 complaint required corrective action. | 1 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | 1 violation is not due yet. | 0 | NA |
| | Number of due process hearings filed | NA | 1 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | The fiscal findings identified in FFY 2017 were not corrected timely. | 2 | 2 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 3 | 12 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 14 | NA | No further action required. | 1 | 53 |

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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 15% | NA | A gap of 33 percentage points exists between special education and general education students. | 18% | 24% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Dr. Boyd J. Michael III
Superintendent
Washington County Public Schools
10435 Downsville Pike
Hagerstown, MD 21740

Dear Dr. Michael:

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

Attached please find supporting documents:

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

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

Dr. Boyd J. Michael III
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Washington County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Jeff Gladhill, Ed.D.
Branch Chiefs

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|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 73.48% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 95.34%. | 74.50% | 66.89% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 3.74% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 1.32%. | 3.95% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.52% | Met | Target met. No further action required. | 97.40% | 99.40% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 99.04% | Met | Target met. No further action required. | 97.20% | 98.83% |



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|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 12.58% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 9.62% | 8.70% |
| | | | Reading | ≥23.39% | 11.95% | Not Met | | 7.69% | 8.70% |
| | | 4 | Mathematics | ≥20.36% | 10.00% | Not Met | | 10.67% | 9.03% |
| | | | Reading | ≥25.89% | 9.38% | Not Met | | 8.00% | 6.49% |
| | | 5 | Mathematics | ≥23.06% | 8.28% | Not Met | | 9.38% | 9.09% |
| | | | Reading | ≥28.39% | 5.92% | Not Met | | 7.50% | 7.83% |
| | | 6 | Mathematics | ≥24.76% | 10.37% | Not Met | | 12.57% | 7.10% |
| | | | Reading | ≥30.89% | 12.57% | Not Met | | 13.14% | 5.81% |
| | | 7 | Mathematics | ≥26.46% | 16.57% | Not Met | | 12.26% | 14.71% |
| | | | Reading | ≥33.39% | 19.34% | Not Met | | 14.29% | 15.29% |
| | | 8 | Mathematics | ≥28.16% | 18.00% | Not Met | | 19.53% | 9.41% |
| | | | Reading | ≥35.89% | 13.91% | Not Met | | 14.88% | 8.82% |
| | | HS | Mathematics | ≥56.10% | 9.77% | Not Met | | 5.41% | 42.26% |
| | | | Reading | ≥50.54% | 20.31% | Not Met | | 12.16% | 13.07% |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | $\geq 70.90\%$ | 78.73% | Met | Target met. No further action required. | 77.91% | 77.93% |
| 5B | Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | $\leq 10.76\%$ | 10.37% | Met | Target met. No further action required. | 11.32% | 10.99% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|----------------------------------|----------------------------|------------|---|---|----------|--------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | FFY 2018 | | | Action Required | Previous Results | | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities | ≤ 5.44% | 5.23% | Met | Target met. No further action required. | 5.16% | 5.57% | |
| | COMAR 13A.05.01.10 COMAR 13A.05.01.16 | | | | | | | |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day | ≥ 65.10% | 65.87% | Met | Target met. No further action required. | 71.59% | 68.30% | |
| | COMAR 13A.05.01.10 | | | | | | | |
| 6B | Students aged 3-5 LRE: Separate School or Class | ≤ 17.90% | 8.47% | Met | Target met. No further action required. | 7.25% | 7.62% | |
| | COMAR 13A.05.01.10 | | | | | | | |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth | ≥68.78% | 50.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 69.33% | 62.50% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥53.00% | 46.39% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.81% | 49.02% |




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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | 64.37% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 76.29% | 67.05% |
| | | 2. Exits within age expectations | ≥51.12% | 45.36% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 50.47% | 42.16% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | 57.97% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 62.34% | 67.14% |
| | | 2. Exits within age expectations | ≥59.48% | 48.45% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 57.01% | 54.90% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 78.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 76.00% | 75.00% |
| | | Age 6-21 | ≥72.00% | 68.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 61.00% | 68.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 19.17% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 16.37% | 20.90% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 61.66% | Met | Target met. No further action required. | 61.40% | 72.39% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
|  | COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 61.66% | Met | Target met. No further action required. | 71.35% | 81.34% |




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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | --*-- |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) |  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 1.16 |
| | | <i>Asian</i> | < 2.00 | 0.44 | Met | | 0.44 | 0.47 |
| | | <i>Black/African American</i> | < 2.00 | 1.41 | Met | | 1.39 | 1.52 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 2.88* |
| | | <i>White</i> | < 2.00 | 0.96 | Met | | 1.01 | 0.91 |
| | | <i>2 or more races</i> | < 2.00 | 0.96 | Met | | 0.90 | 0.84 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.77 | Met | | 0.71 | 0.68 |
| | | COMAR 13A.08.01.21 | | | | | | |

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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race. Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | 0.54 | -- | -- | |
| | | Black/African American | 1.70 | 1.66 | 1.87 | 1.02 | 1.29 | 1.46 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.80 | 0.81 | 0.83 | 1.15 | 1.14 | 0.96 | |
| | | 2 or more races | 0.56 | 0.95 | 1.27 | 1.05 | 0.83 | 1.03 | |
| | | Hispanic/Latino | 1.15 | 0.96 | 0.47 | 0.74 | 0.66 | 0.63 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div> Results Indicator Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 99.82% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | 1 complaint withdrawn or resolved. No further action required. | 2 | 1 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 1 | 1 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | 1 | NA |
| | Number of due process hearings filed | NA | 1 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 4 | 9 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 1 | NA | No further action required. | 7 | 9 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 23% | NA | A gap of 24 percentage points exists between special education and general education students. | 22% | 12% |



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

June 4, 2020

Dr. Donna C. Hanlin
Superintendent
Wicomico Co. Board of Education
P. O. Box 1538
Salisbury, MD 21802-1538

Dear Dr. Hanlin:

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

Attached please find supporting documents:

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

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

Dr. Donna C. Hanlin
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Wicomico County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Bonnie L. Walston
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 52.22% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 86.13%. | 57.78% | 54.37% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 3.64% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 2.73%. | 4.79% | 3.40% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.88% | Met | Target met. No further action required. | 98.20% | 98.50% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.88% | Met | Target met. No further action required. | 98.80% | 98.61% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|--------------|----------------------------|------------|-----------------|--|----------|--------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 | |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 13.14% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 18.33% | 25.47% |
| | | | Reading | ≥23.39% | 7.30% | Not Met | | 10.00% | 14.29% |
| | | 4 | Mathematics | ≥20.36% | 13.81% | Not Met | | 16.67% | 12.59% |
| | | | Reading | ≥25.89% | 9.39% | Not Met | | 11.67% | 9.15% |
| | | 5 | Mathematics | ≥23.06% | 10.78% | Not Met | | 8.45% | 6.85% |
| | | | Reading | ≥28.39% | 10.18% | Not Met | | 3.47% | 5.48% |
| | | 6 | Mathematics | ≥24.76% | 6.00% | Not Met | | 8.15% | 4.92% |
| | | | Reading | ≥30.89% | 6.04% | Not Met | | 8.09% | 5.83% |
| | | 7 | Mathematics | ≥26.46% | 4.86% | Not Met | | 7.50% | 10.48% |
| | | | Reading | ≥33.39% | 4.86% | Not Met | | 7.50% | 8.80% |
| | | 8 | Mathematics | ≥28.16% | 7.26% | Not Met | | 9.73% | 6.56% |
| | | | Reading | ≥35.89% | 5.65% | Not Met | | 9.73% | 4.03% |
| | | HS | Mathematics | ≥56.10% | 6.35% | Not Met | | 8.93% | 31.17% |
| | | | Reading | ≥50.54% | 3.23% | Not Met | | 7.02% | 7.89% |

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|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 0.76 | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 1.05 | 1.14* |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 79.37% | Met | Target met. No further action required. | 78.52% | 77.52% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 10.54% | Met | Target met. No further action required. | 11.49% | 12.63% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 0.25% | Met | Target met. No further action required. | 0.19% | 0.87% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 86.71% | Met | Target met. No further action required. | 83.55% | 61.24% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 0.00% | Met | Target met. No further action required. | 0.00% | 0.00% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | 72.73% | Met | Target met. No further action required. | 68.18% | 0.00% |
| | | 2. Exits within age expectations \geq 53.00% | 45.95% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 40.74% | 66.67% |
| | COMAR 13A.13.01.09 | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 72.41% | Met | Target met. No further action required. | 77.27% | 66.67% |
| | | 2. Exits within age expectations | ≥51.12% | 43.24% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 37.04% | 83.33% |
| | COMAR 13A.13.01.09 | | | | | | | |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 88.46% | Met | Target met. No further action required. | 65.00% | 50.00% |
| | | 2. Exits within age expectations | ≥59.48% | 59.46% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 51.85% | 83.33% |
| | COMAR 13A.13.01.09 | | | | | | | |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | * | NA | Less than 10 surveys received. Submit an Improvement Plan within 30 days from the date of this letter; identify the strategies to increase response rate. | * | 82.00% |
| | | Age 6-21 | ≥72.00% | 77.00% | Met | Target met. No further action required. | 70.00% | 70.00% |
| | | | | | | | | |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 13.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | Small cell size | 20.24% |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 59.00% | Met | Target met. No further action required. | Small cell size | 64.29% |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 59.00% | Met | Target met. No further action required. | Small cell size | 75.00% |
| | COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | American Indian/Alaska Native | < 2.00 | -- | Met | Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | -- | 0.00 |
| | | Asian | < 2.00 | -- | Met | | -- | 0.00 |
| | | Black/African American | < 2.00 | 2.72 | Not Met | | 4.86 | 2.00* |
| | | Native Hawaiian/Pacific Islander | < 2.00 | -- | Met | | -- | --*-- |
| | | White | < 2.00 | -- | Met | | -- | 0.14 |
| | | 2 or more races | < 2.00 | -- | Met | | -- | 0.86 |
| | | Hispanic/Latino | < 2.00 | -- | Met | | -- | 0.00 |
| | | Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | | | | | | |
| | * Cell size < 5 or N size is < 20 | | | | | | | |
| | --*-- No suspension of disabled or nondisabled students | | | | | | | |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| <div style="text-align: center;">9 (Ages 6-21)</div> | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="margin-left: 20px;"> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div style="margin-left: 20px;"> * Cell size < 5 or N size is < 20 </div> </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.64 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 0.62 | 0.46 |
| | | <i>Asian</i> | < 2.00 | 0.24 | Met | | 0.28 | 0.30 |
| | | <i>Black/African American</i> | < 2.00 | 1.41 | Met | | 1.38 | 1.52 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.88 | Met | | 0.90 | 0.87 |
| | | <i>2 or more races</i> | < 2.00 | 0.97 | Met | | 0.95 | 0.99 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.76 | Met | | 0.75 | 0.83 |
| | COMAR 13A.08.01.21 | | | | | | | |



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



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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

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



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

June 4, 2020

Mr. Louis Taylor
Superintendent
Worcester County Board of Education
6270 Worcester Highway
Newark, MD 21841

Dear Mr. Taylor:

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

Attached please find supporting documents:

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

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

Mr. Louis Taylor
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,




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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Rae Ann Record
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
|  | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | 79.17% | Met | Target met. No further action required. The 4 year general education cohort graduation rate was 94.88%. | 72.86% | 76.47% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | 0.71% | Met | Target met. No further action required. The annual dropout rate for general education students was 1.35%. | ≤ 3.00% | ≤ 3.00% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 98.62% | Met | Target met. No further action required. | 99.50% | 99.80% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 98.90% | Met | Target met. No further action required. | 99.20% | 99.57% |

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|--|--|----|-------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 29.41% | Met | Target met for 3 rd grade math. Target not met in reading for the 3 rd grade reading and for math and reading for 4 th through 8 th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 36.69% | 34.78% |
| | | | Reading | ≥23.39% | 13.73% | Not Met | | 15.38% | 30.43% |
| | | 4 | Mathematics | ≥20.36% | 13.11% | Not Met | | 22.92% | 14.29% |
| | | | Reading | ≥25.89% | 13.11% | Not Met | | 16.67% | 16.28% |
| | | 5 | Mathematics | ≥23.06% | 13.73% | Not Met | | 11.11% | 23.08% |
| | | | Reading | ≥28.39% | 7.84% | Not Met | | 8.89% | 20.51% |
| | | 6 | Mathematics | ≥24.76% | 2.08% | Not Met | | 26.53% | 7.94% |
| | | | Reading | ≥30.89% | 10.42% | Not Met | | 22.45% | 4.76% |
| | | 7 | Mathematics | ≥26.46% | 18.60% | Not Met | | 9.26% | 11.94% |
| | | | Reading | ≥33.39% | 18.60% | Not Met | | 7.55% | 13.43% |
| | | 8 | Mathematics | ≥28.16% | 9.80% | Not Met | | 12.90% | 26.15% |
| | | | Reading | ≥35.89% | 7.84% | Not Met | | 12.90% | 15.38% |
| | | HS | Mathematics | ≥56.10% | 27.66% | Not Met | | 7.02% | 66.15% |
| | | | Reading | ≥50.54% | 24.49% | Not Met | | 15.79% | 39.06% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |

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|---------------------------------------|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 0.88 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | --*-- |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 83.09% | Met | Target met. No further action required. | 81.82% | 82.07% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 4.19% | Met | Target met. No further action required. | 3.61% | 4.28% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 5.06% | Met | Target met. No further action required. | 5.34% | 5.79% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 70.83% | Met | Target met. No further action required. | 59.81% | 44.24% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 3.13% | Met | Target met. No further action required. | 3.74% | 14.03% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | \geq 68.78% | 86.67% | Met | Target met. No further action required. | 94.12% | 88.89% |
| | 1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09 | \geq 53.00% | 78.95% | Met | Target met. No further action required. | 75.00% | 70.59% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|--|--|--------------|----------------------------|------------|---|------------------|-----------------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills | 1. Exits with substantial growth | ≥72.37% | 84.62% | Met | Target met. No further action required. | 76.19% | 85.71% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥51.12% | 63.16% | Met | Target met. No further action required. | 62.50% | 70.59% |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 87.50% | Met | Target met. No further action required. | 87.50% | 83.33% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 73.68% | Met | Target met. No further action required. | 83.33% | 79.41% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 79.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 89.00% | 76.00% |
| | | Age 6-21 | ≥72.00% | 88.00% | Met | Target met. No further action required. | 79.00% | 80.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 42.19% | Met | Target met. No further action required. | 26.23% | Small cell size |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 87.50% | Met | Target met. No further action required. | 85.25% | Small cell size |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 87.50% | Met | Target met. No further action required. | 100% | Small cell size |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 3.30* |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --*-- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |


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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| <div style="text-align: center;">9 (Ages 6-21)</div> | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div style="margin-left: 20px;"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | -- | 0.85 |
| | | <i>Asian</i> | < 2.00 | 0.80 | Met | | 0.59 | 0.61 |
| | | <i>Black/African American</i> | < 2.00 | 1.42 | Met | | 1.41 | 1.59 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | 0.81 | Met | | 0.81 | 0.82 |
| | | <i>2 or more races</i> | < 2.00 | 0.93 | Met | | 1.02 | 0.78 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.91 | Met | | 0.92 | 0.76 |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|---|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
|  Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | 3.84 | 2.01 | 2.66 | 0.49 | 1.56 | 0.66 | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.33 | 0.61 | 0.52 | 1.42 | 0.86 | 1.20 | |
| | | 2 or more races | -- | 0.89 | -- | 1.05 | 0.70 | 1.20 | |
| | | Hispanic/Latino | -- | 1.17 | -- | 1.30 | 0.49 | 0.89 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06 | 100% | 98.58% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.47% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required. | NA | 0 |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. Correction of the FFY 2017 noncompliance occurred within 1 year of notification. | 1 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 0 | NA | No further action required. | 2 | 4 |
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 5 | NA | No further action required. | 3 | 4 |

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| | | | | | | | |
|--|---|----|-----|----|--|-----|-----|
| | Special Education Kindergarten Readiness Assessment Data | NA | 44% | NA | A gap of 22 percentage points exists between special education and general education students. | 32% | 21% |
|--|---|----|-----|----|--|-----|-----|



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

June 4, 2020

Mrs. Deborah Grinnage-Pulley
Executive Director
Juvenile Services Education System (JSES)
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Mrs. Grinnage-Pulley:

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

Attached please find supporting documents:

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

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

Mrs. Deborah Grinnage-Pulley
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Juvenile Services Education System (JSES) has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. Local school systems/public agencies assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments



c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Sylvia A. Lawson, Ph.D.
Lindsey Goodrich
Branch Chiefs

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|-----------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | NA | NA | Student level data are reported in the LSS of residency. | NA | NA |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | NA | NA | Student level data are reported in the LSS of residency. | NA | NA |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | NA | NA | Student level data are reported in the LSS of residency. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | NA | NA | Student level data are reported in the LSS of residency. | | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---|--|----|-------------|--------------|----------------------------|------------|-----------------|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | NA | NA | Not applicable. | NA | NA |
| | | | Reading | ≥23.39% | NA | NA | | NA | NA |
| | | 4 | Mathematics | ≥20.36% | NA | NA | | NA | NA |
| | | | Reading | ≥25.89% | NA | NA | | NA | NA |
| | | 5 | Mathematics | ≥23.06% | NA | NA | | NA | NA |
| | | | Reading | ≥28.39% | NA | NA | | NA | NA |
| | | 6 | Mathematics | ≥24.76% | NA | NA | | NA | NA |
| | | | Reading | ≥30.89% | NA | NA | | NA | NA |
| | | 7 | Mathematics | ≥26.46% | NA | NA | | NA | NA |
| | | | Reading | ≥33.39% | NA | NA | | NA | NA |
| | | 8 | Mathematics | ≥28.16% | NA | NA | | NA | NA |
| | | | Reading | ≥35.89% | NA | NA | | NA | NA |
| | | HS | Mathematics | ≥56.10% | NA | NA | | NA | NA |
| | | | Reading | ≥50.54% | NA | NA | | NA | NA |
| COMAR 13A.05.11.05 | | | | | | | | | |
| COMAR 13A.03.06.05 | | | | | | | | | |



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|---|--|----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | NA | NA | Not applicable. | NA | NA |
| | Single suspensions (> 10 days): Disabled vs. nondisabled <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | NA | NA | Not applicable. | NA | NA |
| 5A | Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | $\geq 70.90\%$ | NA | NA | Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements. | NA | NA |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5B | Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | ≤ 10.76% | NA | NA | Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements. | NA | NA |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | ≤ 5.44% | NA | NA | Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements. | NA | NA |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | ≥ 65.10% | NA | NA | Not applicable. | NA | NA |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | ≤ 17.90% | NA | NA | Not applicable. | NA | NA |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | ≥ 68.78% | NA | NA | Not applicable. | NA | NA |
| | 2. Exits within age expectations | ≥ 53.00% | NA | NA | Not applicable. | NA | NA |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | NA | NA | Not applicable | NA | NA |
| | | 2. Exits within age expectations | ≥51.12% | NA | NA | Not applicable | NA | NA |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | NA | NA | Not applicable | NA | NA |
| | | 2. Exits within age expectations | ≥59.48% | NA | NA | Not applicable | NA | NA |
| 8 | Parent Survey * Less than 10 survey responses | Age 3-5 | ≥85.00% | NA | NA | Not applicable. | NA | NA |
| | | Age 6-21 | ≥72.00% | 68% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | * | NA |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | NA | NA | No further action required. | NA | NA |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | NA | NA | No further action required. | NA | NA |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | NA | NA | No further action required. | NA | NA |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---------------------------------------|--|---|--------------|----------------------------|------------|-----------------------------|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity | <i>American Indian/Alaska Native</i> | < 2.00 | NA | NA | No further action required. | NA | NA |
| | | <i>Asian</i> | < 2.00 | NA | NA | | NA | NA |
| | ■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 | <i>Black/African American</i> | < 2.00 | NA | NA | | NA | NA |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | NA | NA | | NA | NA |
| | * Cell size < 5 or N size is < 20 | <i>White</i> | < 2.00 | NA | NA | | NA | NA |
| | --*-- No suspension of disabled or nondisabled students | <i>2 or more races</i> | < 2.00 | NA | NA | | NA | NA |
| | COMAR 13A.08.01.21 | <i>Hispanic/Latino</i> | < 2.00 | NA | NA | | NA | NA |


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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|--|--|----------------------------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div> | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification | American Indian/Alaska Native | < 2.00 | NA | NA | No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria. | NA | NA |
| | | Asian | < 2.00 | NA | NA | | NA | NA |
| | | Black/African American | < 2.00 | NA | NA | | NA | NA |
| | | Native Hawaiian/Pacific Islander | < 2.00 | NA | NA | | NA | NA |
| | | White | < 2.00 | NA | NA | | NA | NA |
| | | 2 or more races | < 2.00 | NA | NA | | NA | NA |
| | | Hispanic/Latino | < 2.00 | NA | NA | | NA | NA |
| | COMAR 13A.08.01.21 | | | | | | | |



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| FFY 2018 ¹ (SFY 2018) Part B Indicators | | | | | | | | | |
|--|---|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|-----------------------------|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Required Action |
|  | Compliance Indicator | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | No further action required. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | -- | -- | -- | -- | -- | -- | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | -- | -- | -- | -- | -- | -- | |
| | | 2 or more races | -- | -- | -- | -- | -- | -- | |
| | COMAR 13A.08.01.21 | Hispanic/Latino | -- | -- | -- | -- | -- | -- | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | NA | NA | Not applicable. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | NA | NA | Not applicable. | NA | NA |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 99.26% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 1 | NA | No further action required. | 8 | 5 |
| | Number of State complaints identified with violation(s) | NA | 1 | NA | 1 complaint required corrective action. | 6 | 4 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 1 | NA | No further action required. | 5 | NA |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 0 | 0 |
| | Number of due process hearings identified with violations | NA | NA | NA | No further action required. | NA | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 0 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | NA | NA | No further action required. | NA | NA |

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| | | | | | | | |
|--|--|----|----|----|-----------------------------|----|----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | NA | NA | No further action required. | NA | NA |
| | Special Education Kindergarten Readiness Assessment Data | NA | NA | NA | No further action required. | NA | NA |



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

June 4, 2020

Dr. Sonja B. Santelises
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202Name

Dear Dr. Santelises:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2018 Part B determinations, the Baltimore City Public Schools has achieved the determination status of "**Needs Assistance, 2 Years.**"

Attached please find supporting documents:

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

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

Dr. Sonja B. Santelises
June 4, 2020
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Baltimore City Public Schools has been assigned the "**Targeted**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Targeted tier will receive a comprehensive monitoring from the DEI/SES every other year.

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Debra Y. Brooks
Branch Chiefs

Baltimore City
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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|---|-----------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | ≥ 70.38% | 52.17% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The 4 year general education cohort graduation rate was 75.74%. | 51.26% | 47.55% |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | ≤ 2.55% | 7.88% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. The annual dropout rate for general education students was 5.02%. | 8.77% | 6.88% |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 97.85% | Met | 97.10% | 96.50% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 97.74% | Met | 97.70% | 95.73% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---------------------------------------|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
| Results Indicator | Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | 7.46% | Not Met | Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices improve student results. | 7.00% | 7.93% |
| | | | Reading | ≥23.39% | 5.77% | Not Met | | 4.89% | 4.94% |
| | | 4 | Mathematics | ≥20.36% | 4.91% | Not Met | | 7.10% | 5.02% |
| | | | Reading | ≥25.89% | 4.51% | Not Met | | 4.75% | 5.41% |
| | | 5 | Mathematics | ≥23.06% | 6.85% | Not Met | | 6.52% | 4.77% |
| | | | Reading | ≥28.39% | 4.74% | Not Met | | 4.77% | 3.84% |
| | | 6 | Mathematics | ≥24.76% | 5.22% | Not Met | | 5.53% | 4.50% |
| | | | Reading | ≥30.89% | 4.26% | Not Met | | 5.73% | 4.55% |
| | | 7 | Mathematics | ≥30.89% | 6.20% | Not Met | | 4.71% | 5.18% |
| | | | Reading | ≥26.46% | 7.42% | Not Met | | 6.49% | 6.11% |
| | | 8 | Mathematics | ≥28.16% | 5.93% | Not Met | | 6.61% | 6.01% |
| | | | Reading | ≥33.39% | 5.18% | Not Met | | 5.74% | 5.02% |
| | | HS | Mathematics | ≥56.10% | 5.10% | Not Met | | 4.90% | 14.60% |
| | | | Reading | ≥50.54% | 5.74% | Not Met | | 6.12% | 9.93% |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 4.55 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 5.50 | 3.19 |
| 4A | Single suspensions (> 10 days): Disabled vs. nondisabled | | | | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | | |
| | <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | 2.56 | Not Met | Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 2.17 | 2.13 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|----------------------------------|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 57.15% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 58.00% | 58.77% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 23.41% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 23.12% | 22.13% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 6.66% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 6.79% | 7.01% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | 75.80% | Met | Target met. No further action required. | 79.05% | 72.97% |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | 11.68% | Met | Target met. No further action required. | 11.66% | 15.40% |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | \geq 68.78% | Met | Target met. No further action required. | 68.45% | 63.87% |
| | | 2. Exits within age expectations | \geq 53.00% | Met | Target met. No further action required. | 50.59% | 54.75% |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | \geq 72.37% | Met | Target met. No further action required. | 66.15% | 64.63% |
| | | 2. Exits within age expectations | \geq 51.12% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 49.41% | 50.23% |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. | 1. Exits with substantial growth | ≥71.65% | 71.13% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 69.23% | 66.01% |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations | ≥59.48% | 58.27% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 53.33% | 58.37% |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | 85.00% | Met | Target met. No further action required. | 68.00% | 69.00% |
| | | Age 6-21 | ≥72.00% | 68.00% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 63.00% | 69.00% |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | 14.60% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 13.03% | 13.69% |
| | COMAR 13A.08.01.07 | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | 55.60% | Met | Target met. No further action required. | 54.17% | 56.53% |
| | COMAR 13A.05.01.09A(3)(a)(ii) | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | 57.70% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 59.83% | 69.10% |

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|---|---|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 8.82* |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 2.40 | Not Met | | 2.85 | 2.95 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.73 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.39 |

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|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification </div> | <i>American Indian/Alaska Native</i> | < 2.00 | 0.52 | Met | Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | 0.62 | 1.01 |
| | | <i>Asian</i> | < 2.00 | 0.28 | Met | | 0.33 | 0.32 |
| | | <i>Black/African American</i> | < 2.00 | 1.55 | Met | | 1.49 | 1.37 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | 0.68 | Met | | 0.59 | 0.35 |
| | | <i>White</i> | < 2.00 | 1.00 | Met | | 1.00 | 1.15 |
| | | <i>2 or more races</i> | < 2.00 | 0.61 | Met | | 0.57 | 0.91 |
| | | <i>Hispanic/Latino</i> | < 2.00 | 0.51 | Met | | 0.53 | 0.55 |
| | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> | | | | | | | |
| COMAR 13A.08.01.21 | | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|--|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | Action Required |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div> | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | 0.76 | -- | Disproportionality for Black/African American students with Intellectual Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | 0.25 | -- | -- | 0.38 | -- | 0.82 | |
| | | Black/African American | 2.02 | 1.54 | 2.23 | 0.96 | 2.19 | 1.07 | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | 0.61 | 0.91 | 0.89 | 1.43 | 0.84 | 1.58 | |
| | | 2 or more races | 0.55 | 0.54 | 0.98 | 0.44 | 0.60 | 1.02 | |
| | | Hispanic/Latino | 0.50 | 0.59 | 0.23 | 0.89 | 0.29 | 0.54 | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 96.60% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2017 was corrected within one year of the written finding. | 96.76% | 94.03% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | 97.37% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. | 100% | 100% |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 93.22% | Not Met | Target not met. Submit a Corrective Action Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated noncompliance identified in FFY 2016 was NOT corrected within one year of identification (in FFY 2017) nor was it corrected within two years of identification (in FFY 2018). However, correction did occur in the first part of FFY 2019. | 86.20% | 94.03% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | <100% | Not Met | Subsequent data demonstrated that noncompliance for Indicator 13 identified in FFY 2016 was NOT corrected within one year of identification (in FFY 2017) nor was it corrected within two years of identification (in FFY 2018). However, correction did occur in the first part of FFY 2019. | <100% | <100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 98.39% |
| | Number of State complaints filed | NA | 14 | NA | 4 complaints withdrawn or resolved. No further action required. | 23 | 15 |
| | Number of State complaints identified with violation(s) | NA | 7 | NA | 7 complaints required corrective action. | 12 | 13 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 6 | NA | 1 finding's correction is not due yet. | 4 | NA |
| | Number of due process hearings filed | NA | 20 | NA | No further action required. | 33 | 2 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 4 | NA | Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. The fiscal finding identified in FFY 2017 was not corrected timely. | 1 | 1 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 15 | NA | No further action required. | 40 | 156 |

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| | | | | | | | |
|--|--|----|-----|----|--|-----|-----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | 29 | NA | No further action required. | 103 | 600 |
| | Special Education Kindergarten Readiness Assessment Data | NA | 15% | NA | A gap of 24 percentage points exists between special education and general education students. | 14% | 15% |



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

June 4, 2020

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

Dear Ms. Richardson:

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

Attached please find supporting documents:

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

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

Ms. Patricia Richardson
June 4, 2020
Page Two

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

Local school systems are strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices with fidelity to improve the results for children and youth with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES will provide State and local professional learning opportunities with coaching.

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

Sincerely,





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

MEF/BMM/cc

Attachments



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

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|-----------------|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 1 | Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2017-2018) COMAR 13A.03.02.09 COMAR 13A.05.01.01 | | ≥ 70.38% | NA | NA | Student level data are reported in the local school system (LSS) of residency. | NA | NA |
| 2 | Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2017-2018) COMAR 13A.08.01.07 | | ≤ 2.55% | NA | NA | Student level data are reported in the LSS of residency. | NA | NA |
| 3A | State Assessment: AMO for disability subgroup in the LEA | AMO for Reading | NA | NA | NA | Waived by U.S. Department of Education. Change in methodology. | NA | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | AMO for Math | NA | NA | NA | | NA | NA |
| 3B | State Assessment: Participation rates of IEP students in all grades in the LEA | Math | ≥ 95.00% | 93.35% | Not Met | Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. | 100% | NA |
| | COMAR 13A.05.11.05 COMAR 13A.03.06.05 | Reading | ≥ 95.00% | 97.55% | Met | Target met. No further action required. | 100% | N/A |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | | |
|---|--|----|-------------|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 3C | State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards | 3 | Mathematics | ≥20.71% | NA | NA | Student level data are reported in the LSS of residency. | NA | NA |
| | | | Reading | ≥23.39% | NA | NA | | NA | NA |
| | | 4 | Mathematics | ≥20.36% | NA | NA | | NA | NA |
| | | | Reading | ≥25.89% | NA | NA | | NA | NA |
| | | 5 | Mathematics | ≥23.06% | NA | NA | | NA | NA |
| | | | Reading | ≥28.39% | NA | NA | | NA | NA |
| | | 6 | Mathematics | ≥24.76% | NA | NA | | NA | NA |
| | | | Reading | ≥30.89% | NA | NA | | NA | NA |
| | | 7 | Mathematics | ≥26.46% | NA | NA | | NA | NA |
| | | | Reading | ≥33.39% | NA | NA | | NA | NA |
| | | 8 | Mathematics | ≥28.16% | NA | NA | | NA | NA |
| | | | Reading | ≥35.89% | NA | NA | | NA | NA |
| | | HS | Mathematics | ≥56.10% | NA | NA | | NA | NA |
| | | | Reading | ≥50.54% | NA | NA | | NA | NA |
| COMAR 13A.05.11.05 | | | | | | | | | |
| COMAR 13A.03.06.05 | | | | | | | | | |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|---|--|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4A | Multiple suspensions (> 10 days): Disabled vs. nondisabled <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | ---*--- |
| | Single suspensions (> 10 days): Disabled vs. nondisabled <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03 | ≤ 2.00 | * | Met | Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. | * | 1.39 |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|---|---|----------------------------|------------|---|------------------|----------|
| <div> <div></div> <div>SPP/APR Indicators</div> </div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> | | FFY 2018 | | | Action Required | Previous Results | |
| | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 5A | Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10 | \geq 70.90% | 98.33% | Met | Target met. No further action required. | 92.06% | 95.74% |
| 5B | Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10 | \leq 10.76% | 0.00% | Met | Target met. No further action required. | 1.59% | 2.13% |
| 5C | Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16 | \leq 5.44% | 0.00% | Met | Target met. No further action required. | 0.00% | 0.00% |
| 6A | Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10 | \geq 65.10% | NA | NA | Not applicable. | N/A | NA |
| 6B | Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 | \leq 17.90% | NA | NA | Not applicable. | N/A | NA |
| 7A | Students aged 3-5 demonstrate improved positive social-emotional skills | 1. Exits with substantial growth \geq 68.78% | N/A | NA | Not applicable. | N/A | NA |
| | COMAR 13A.13.01.09 | 2. Exits within age expectations \geq 53.00% | N/A | NA | Not applicable. | N/A | NA |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|---|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators  Results Indicator  Compliance Indicator | | | FFY 2018 | | | Action Required | Previous Results | |
| | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 7B | Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥72.37% | NA | NA | Not applicable | NA | NA |
| | | 2. Exits within age expectations | ≥51.12% | NA | NA | Not applicable | NA | NA |
| 7C | Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09 | 1. Exits with substantial growth | ≥71.65% | NA | NA | Not applicable | NA | NA |
| | | 2. Exits within age expectations | ≥59.48% | NA | NA | Not applicable | NA | NA |
| 8 | Parent Survey | Age 3-5 | ≥85.00% | NA | NA | Not applicable. | NA | NA |
| | | Age 6-21 | ≥72.00% | 75.00% | Met | Target met. No further action required. | No data | NA |
| 14 | Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii) | A. Higher ED w/in 1 year of leaving HS | ≥27.00% | N/A | Met | No further action required. | N/A | NA |
| | | B. Higher ED or employed w/in 1 year of leaving HS | ≥53.00% | N/A | Met | No further action required. | N/A | NA |
| | | C. Higher ED or training program or employed w/in 1 year of leaving HS | ≥59.00% | N/A | Met | No further action required. | N/A | NA |

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| FFY 2018 (SFY 2018) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|--|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 4B (Ages 6-21) | <p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | --- |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | --- |
| | | <i>Black/African American</i> | < 2.00 | -- | Met | | -- | 1.50 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | --- |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | --- |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.00 |

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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | | |
|---|--|---|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | | FFY 2018 | | | Action Required | Previous Results | |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div> | | | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 9 (Ages 6-21) | <div style="display: flex; align-items: flex-start;"> <div style="width: 15px; height: 15px; background-color: lightblue; margin-right: 5px;"></div> <div> <p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p> </div> </div> | <i>American Indian/Alaska Native</i> | < 2.00 | -- | Met | <p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> | -- | 0.00 |
| | | <i>Asian</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Black/African American</i> | < 2.00 | 1.39 | Met | | -- | 0.37 |
| | | <i>Native Hawaiian/Pacific Islander</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>White</i> | < 2.00 | -- | Met | | -- | 6.40 |
| | | <i>2 or more races</i> | < 2.00 | -- | Met | | -- | 0.00 |
| | | <i>Hispanic/Latino</i> | < 2.00 | -- | Met | | -- | 0.20 |
| | | | | | | | | |



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| FFY 2018 ¹ (SFY 2019) Part B Indicators | | | | | | | | | |
|--|--|----------------------------------|-------------------------|------------------------------|----------------------|-------------------------------|-------------------------|--------|---|
| SPP/APR Indicators | | | Intellectual Disability | Specific Learning Disability | Emotional Disability | Speech or language Impairment | Other Health Impairment | Autism | |
| <div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator | | | | | | | | | |
| 10 | FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21 | American Indian/Alaska Native | -- | -- | -- | -- | -- | -- | Disproportionality for Black/African American students with Specific Learning Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed in FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. |
| | | Asian | -- | -- | -- | -- | -- | -- | |
| | | Black/African American | -- | 2.27 | 3.23 | -- | 2.27 | -- | |
| | | Native Hawaiian/Pacific Islander | -- | -- | -- | -- | -- | -- | |
| | | White | -- | -- | -- | -- | -- | -- | |
| | | 2 or more races | -- | -- | -- | -- | -- | -- | |
| | | Hispanic/Latino | -- | -- | -- | -- | -- | -- | |



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| FFY 2018 (SFY 2019) Part B Indicators | | | | | | | |
|--|--|--------------|----------------------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results ¹ | Target Met | | FFY 2017 | FFY 2016 |
| 11 | Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| 12 | Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09 | 100% | NA | NA | Not applicable. | NA | NA |
| 13 | Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |

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| Other Data Considerations | | | | | | | |
|--|---|--------------|---------------|------------|---|------------------|----------|
| SPP/APR Indicators | | FFY 2018 | | | Action Required | Previous Results | |
|  Results Indicator |  Compliance Indicator | State Target | Local Results | Target Met | | FFY 2017 | FFY 2016 |
| | Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Target met. No further action required. | 100% | 100% |
| | State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status) | 100% | 100% | Met | Data and reports submitted in a timely and accurate manner. No further action required. | 100% | 100% |
| | Number of State complaints filed | NA | 0 | NA | No further action required. | 1 | 0 |
| | Number of State complaints identified with violation(s) | NA | 0 | NA | No further action required | 1 | 0 |
| | Number of State findings from State complaints corrected in a timely manner | NA | 0 | NA | No further action required | 0 | 0 |
| | Number of due process hearings filed | NA | 0 | NA | No further action required. | 1 | 0 |
| | Number of due process hearings identified with violations | NA | 0 | NA | No further action required. | 0 | 0 |
| | Fiscal Accountability: Number of findings identified | NA | 3 | NA | No further action required. | 0 | 0 |
| | Special education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | NA | NA | No further action required. | NA | NA |

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| | | | | | | | |
|--|--|----|----|----|-----------------------------|----|----|
| | General Education early childhood suspension incidents; Prekindergarten to 2 nd Grade | NA | NA | NA | No further action required. | NA | NA |
| | Special Education Kindergarten Readiness Assessment Data | NA | NA | NA | No further action required. | NA | NA |