



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Allegany County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Debra Methany
Branch Chiefs

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	72.73%	Met	Target met. No further action required.	72.41%	72.31%
	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 2018-2019)		≤ 2.55%	3.25%	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.	0.93%	3.17%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	99.08%	98.60%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.08%	98.70%

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Allegany County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	17.24%	19.05%
			Reading	≥25.45%	NA	NA		15.52%	19.84%
		4	Mathematics	≥22.49%	NA	NA		29.84	33.33%
			Reading	≥27.95%	NA	NA		22.58%	28.46%
		5	Mathematics	≥25.19%	NA	NA		21.70%	15.24%
			Reading	≥30.45%	NA	NA		17.92%	15.24%
		6	Mathematics	≥26.89%	NA	NA		9.41%	13.33%
			Reading	≥32.95%	NA	NA		8.24%	12.38%
		7	Mathematics	≥28.59%	NA	NA		10.87%	10.59%
			Reading	≥35.45%	NA	NA		9.89%	15.12%
		8	Mathematics	≥30.29%	NA	NA		9.72%	11.11%
			Reading	≥37.95%	NA	NA		11.11%	9.88%
		HS	Mathematics	≥56.11%	NA	NA		2.00%	13.04%
			Reading	≥50.55%	NA	NA		7.69%	13.89%
COMAR 13A.05.11.05 COMAR 13A.03.06.05									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	<2.00	*	Met		1.04	1.13
	COMAR 13A.08.03.03						
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	<2.00	1.02	Met		*	*
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	85.60%	Met	Target met. No further action required.	86.06%	85.92%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the	$\leq 10.76\%$	7.00%	Met	Target met. No further action required.	6.54%	5.71%

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	day (MD SSIS LRE C) COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 5.44\%$	4.28%	Met	Target met. No further action required.	4.49%	5.23
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	$\geq 65.10\%$	81.69%	Met	Target met. No further action required.	85.33%	87.06%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	$\leq 17.90\%$	4.23%	Met	Target met. No further action required.	2.00%	2.35%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth $\geq 68.78\%$	45.16%	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.	66.67%	59.70%
	COMAR 13A.13.01.09	2. Exits within age expectations $\geq 53.00\%$	30.30%	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.	41.03%	40.38%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth $\geq 72.37\%$	58.06%	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.	66.67%	63.83%
	COMAR 13A.13.01.09	2. Exits within age expectations $\geq 51.12\%$	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.	30.77%	40.38%

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 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	48.28%	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.	62.16%	59.57%
		2. Exits within age expectations	≥59.48%	33.33%	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.	41.03%	38.46%
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥85.00%	100%	Met	Target met. No further action required.	*	75.00%
		Age 6-21	≥72.00%	78%	Met	Target met. No further action required.	71.00%	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	≥28.00%	15.87%	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.	Small cell size	23.08%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	49.21%	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.	54.55%	70.77%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	50.79%	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.	54.55%	90.77%



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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<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		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	0.40
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*


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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<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.	*	*
		<i>Asian</i>	< 2.00	0.50	Met		0.57	0.61
		<i>Black/African American</i>	< 2.00	0.88	Met		0.73	0.84
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	1.25	Met		1.26	1.12
		<i>2 or more races</i>	< 2.00	0.75	Met		0.89	0.95
		<i>Hispanic/Latino</i>	< 2.00	1.05	Met		0.70	0.98



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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
	Compliance Indicator								
10	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.
		Asian	*	*	*	*	*	*	
		Black/African American	2.64	0.75	*	0.54	0.59	*	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.64	1.43	0.48	1.50	1.35	0.97	
		2 or more races	*	0.48	*	0.85	0.94	1.14	
		Hispanic/Latino	*	1.96	*	*	*	*	

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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 2018 was corrected within one year of the written finding.	99.60%	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)	100%	100%	Met	Target met. No further action required.	100%	100%

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	COMAR 13A.05.01.09A(3)(a)(ii)						
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Other Data Considerations							
SPP/APR Indicators		FFY 2019 (SFY 2020) Part B Indicators FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	NA
	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	NA
	Fiscal Accountability: Number of	NA	0	NA	No further action required.	0	0

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	findings identified					
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA



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

April 21, 2021

Dr. George Arlotto
Superintendent
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

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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) and a trend of not Meeting Requirements, the Anne Arundel County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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/cw

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Bobbi Pedrick
Ms. Diane McGowan
Branch Chiefs

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1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 72.62%	68.56%	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.	66.09%	61.93%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07		≤ 2.55%	3.88%	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.	3.45%	4.42%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education.	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	Assessments were waived by the USDE for the 2019-2020 school year.	98.35%	98.00%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.55%	98.60%





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SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards COMAR 13A.05.11.05 COMAR 13A.03.06.05	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	14.46%	14.35%
			Reading	≥25.45%	NA	NA		12.98%	10.05%
		4	Mathematics	≥22.49%	NA	NA		10.88%	13.27%
			Reading	≥27.95%	NA	NA		10.26%	10.34%
		5	Mathematics	≥25.19%	NA	NA		9.56%	7.43%
			Reading	≥30.45%	NA	NA		11.79%	6.54%
		6	Mathematics	≥26.89%	NA	NA		7.41%	6.64%
			Reading	≥32.95%	NA	NA		8.11%	8.92%
		7	Mathematics	≥28.59%	NA	NA		7.33%	10.08%
			Reading	≥35.45%	NA	NA		10.44%	10.58%
		8	Mathematics	≥30.29%	NA	NA		8.68%	9.51%
			Reading	≥37.95%	NA	NA		8.17%	7.26%
		HS	Mathematics	≥56.11%	NA	NA		7.44%	3.15%
			Reading	≥50.55%	NA	NA		12.06%	5.07%

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	2.81	Not Met		2.15	2.31
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 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.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	3.21	Not Met		1.54	1.91
5A	COMAR 13A.08.03.03						
	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	73.07%	Met	Target met. No further action required.	72.18%	72.87%
5A	COMAR 13A.05.01.10						

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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 10.76%	9.53%	Met	Target met. No further action required.	10.17%	10.54%
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%	8.06%	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.	8.13%	7.52%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 65.10%	48.81%	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.	51.96%	47.83%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 17.90%	21.98%	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.	22.81%	23.37%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥68.78%	73.60%	Met	Target met, no further action required.	65.22%	61.03%
		2. Exits within age expectations ≥53.00%	52.08%	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.	54.66%	59.81%
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%	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.	63.33%	55.22%
		2. Exits within age expectations ≥51.12%	47.92%	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.	52.17%	59.35%




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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	78.88%	Met	Target met. No further action required	65.55%	74.82%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	59.11%	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.	59.01%	68.69%
8	Parent Survey	Age 3-5	≥85.00%	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.	78.00%	82.00%
		Age 6-21	≥72.00%	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.	66.00%	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: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	24.85%	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.	26.97%	21.70%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	65.44%	Met	Target met. No further action required	70.64%	66.67%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	69.71%	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.	73.27%	79.49%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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</p> <p>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>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of Black/African American SWD and 2 or More Races 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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	4.06	Not Met		4.66	4.64
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.18	Met		0.24	0.28
		<i>2 or more races</i>	< 2.00	3.03	Not Met		1.04	*
		<i>Hispanic/Latino</i>	< 2.00	0.63	Met		0.61	0.67

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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	1.01	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.97	1.20
		Asian	< 2.00	0.62	Met		0.62	0.56
		Black/African American	< 2.00	1.39	Met		1.41	1.44
		Native Hawaiian/Pacific Islander	< 2.00	0.78	Met		0.83	1.12
		White	< 2.00	0.96	Met		0.95	0.94
		2 or more races	< 2.00	0.88	Met		0.82	0.83
		Hispanic/Latino	< 2.00	0.81	Met		0.81	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 2019 ¹ (SFY 2020) 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	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><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>	American Indian/Alaska Native	*	1.40	*	*	*	*	Disproportionality for Black/African American students with Intellectual 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	1.19	0.31	*	0.69	0.24	1.32	
		Black/African American	2.00	1.60	2.11	0.66	1.64	1.38	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.75	0.74	0.85	1.50	0.92	0.92	
		2 or more races	0.37	0.67	1.16	0.92	1.20	1.11	
	COMAR 13A.08.01.21	Hispanic/Latino	0.73	1.24	0.41	0.86	0.64	0.65	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	96.80%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	98.10%	98.12%
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%	98.80%

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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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 from FFY 2018 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	13	NA	1 complaint withdrawn or resolved. No further action required.	9	15
	Number of State complaints identified with violation(s)	NA	7	NA	7 complaints required corrective action.	6	11
	Number of State findings from State complaints corrected in a timely manner	NA	4	NA	1 violation was untimely and 2 are not due yet.	2	2
	Number of due process hearings filed	NA	26	NA	No further action required.	32	29
	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	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.		NA

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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Baltimore County Public Schools has achieved the determination status of **"Needs Intervention, Year 1."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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) and a trend of not Meeting Requirements, the Baltimore County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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/cw

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Kathy Pierandozzi
Branch Chiefs

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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019 ¹			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	72.28%	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.	71.77%	70.37%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	4.52%	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.	4.23%	4.46%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.87%	98.00%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.17%	98.50%

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	12.82%	13.65%
			Reading	≥25.45%	NA	NA		10.48%	11.07%
		4	Mathematics	≥22.49%	NA	NA		9.49%	9.30%
			Reading	≥27.95%	NA	NA		8.26%	9.61%
		5	Mathematics	≥25.19%	NA	NA		7.62%	8.30%
			Reading	≥30.45%	NA	NA		7.36%	7.14%
		6	Mathematics	≥26.89%	NA	NA		5.60%	4.54%
			Reading	≥32.95%	NA	NA		6.53%	4.07%
		7	Mathematics	≥28.59%	NA	NA		6.09%	6.41%
			Reading	≥35.45%	NA	NA		6.49%	6.47%
		8	Mathematics	≥30.29%	NA	NA		5.62%	6.00%
			Reading	≥37.95%	NA	NA		5.29%	4.31%
		HS	Mathematics	≥56.11%	NA	NA		3.63%	3.52%
			Reading	≥50.55%	NA	NA		7.09%	6.70%

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	2.25	Not Met		3.35	2.63
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	3.49	Not Met		2.04	1.50
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	64.14%	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.	65.30%	66.46%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the	$\leq 10.76\%$	10.82%	Not Met	Target not met. Submit an Improvement Plan	10.96%	10.90%

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	day (MD SSIS LRE C)				within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 5.44\%$	6.94%	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.	7.54%	7.29%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	$\geq 65.10\%$	77.89%	Met	Target met. No further action required.	72.69%	77.18%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	$\leq 17.90\%$	13.02%	Met	Target met. No further action required.	14.71%	11.39%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	$\geq 68.78\%$	68.53%	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.	71.60%
	COMAR 13A.13.01.09	2. Exits within age expectations	$\geq 53.00\%$	47.97%	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.	52.48%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	$\geq 72.37\%$	64.13%	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.	66.22%
	COMAR 13A.13.01.09	2. Exits within age expectations	$\geq 51.12\%$	43.75%	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.	47.89%



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	55.79%	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.	62.44%	52.94%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	54.06%	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.	56.88%	52.07%
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%	83.00%
		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.	66.00%	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	≥28.00%	24.39%	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.	24.13%	21.07%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	60.96%	Met	Target met. No further action required.	62.33%	60.69%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	61.93%	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.	63.70%	73.58%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	4.15	Not Met		3.59	3.70
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.33	Met		0.35	0.33
		<i>2 or more races</i>	< 2.00	1.18	Met		0.98	1.01
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	0.86	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.90	1.19
		<i>Asian</i>	< 2.00	0.56	Met		0.55	0.51
		<i>Black/African American</i>	< 2.00	1.30	Met		1.28	1.28
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.42	Met		0.46	0.58
		<i>White</i>	< 2.00	0.97	Met		0.96	0.98
		<i>2 or more races</i>	< 2.00	1.08	Met		1.02	0.99
		<i>Hispanic/Latino</i>	< 2.00	0.74	Met		0.78	0.76



¹Local results are based on current data unless otherwise indicated.
Baltimore County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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FFY 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
<div><div></div></div> Compliance Indicator									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20* Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	1.32	*	0.68	0.83	*	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.
		Asian	0.68	0.27	*	0.65	0.21	1.18	
		Black/African American	2.32	1.53	1.62	0.63	1.63	1.13	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.56	0.83	0.97	1.75	0.92	1.02	
		2 or more races	0.51	0.91	1.69	1.31	1.24	1.07	
		Hispanic/Latino	0.65	0.92	0.37	0.81	0.50	0.60	
COMAR 13A.08.01.21									

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 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.94%	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 2018 was corrected within one year of the written finding.	98.69%	98.62%
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%	98.85%	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)	100%	100%	Met	Target met. No further action required.	100%	100%

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Maryland State Department of Education
Division of Early Intervention and Special Education Services

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	COMAR 13A.05.01.09A(3)(a)(ii)						
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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 not corrected, 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	14	NA	7 complaints withdrawn or resolved. No further action required.	29	24
	Number of State complaints identified with violation(s)	NA	8	NA	6 complaints required corrective action.	16	12
	Number of State findings from State complaints corrected in a timely manner	NA	3	NA	3 violations were corrected timely, 2 violations were corrected untimely and 1 is not due yet.	3	4
	Number of due process hearings filed	NA	73	NA	No further action required.	74	52
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	1
	Fiscal Accountability: Number of findings identified	NA	1	Not Met	1 fiscal finding must be corrected within 1 year of notification.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Calvert County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Christina Harris
Branch Chiefs



Calvert County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	67.12%	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.	73.61%	77.46%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	1.81%	Met	Target met. No further action required.	3.16%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.33%	98.50%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.46%	98.60%

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FFY 2019 (SFY 2020) Part B Indicators												
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results				
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017			
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	16.52%	19.05%			
			Reading	≥25.45%	NA	NA		16.52%	12.38%			
		4	Mathematics	≥22.49%	NA	NA		15.24%	10.62%			
			Reading	≥27.95%	NA	NA		12.38%	7.14%			
		5	Mathematics	≥25.19%	NA	NA		7.26%	14.02%			
			Reading	≥30.45%	NA	NA		7.26%	7.48%			
		6	Mathematics	≥26.89%	NA	NA		9.32%	11.30%			
			Reading	≥32.95%	NA	NA		9.32%	11.30%			
		7	Mathematics	≥28.59%	NA	NA		10.78%	10.71%			
			Reading	≥35.45%	NA	NA		9.80%	16.96%			
		8	Mathematics	≥30.29%	NA	NA		11.65%	8.60%			
			Reading	≥37.95%	NA	NA		15.53%	6.45%			
		HS	Mathematics	≥56.11%	NA	NA		4.84%	5.77%			
			Reading	≥50.55%	NA	NA		20.63%	16.67%			
		COMAR 13A.05.11.05										
		COMAR 13A.03.06.05										



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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA		*	*
	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						

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Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	COMAR 13A.08.03.03						
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%	70.80%	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.	68.36%	65.18%
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%	7.96%	Met	Target met. No further action required.	9.31%	9.47%
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%	4.38%	Met	Target met. No further action required.	4.24%	4.69%
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%	46.51%	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.	44.91%	50.19%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 17.90%	14.95%	Met	Target met. No further action required.	22.81%	23.57%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 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.	61.54%	71.43%
		2. Exits within age expectations \geq 53.00%	67.77%	Met	Target met. No further action required.	68.57%	64.10%



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.	80.95%	72.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	67.77%	Met	Target met. No further action required.	65.71%	61.54%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	83.81%	Met	Target met. No further action required.	87.69%	80.28%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	75.21%	Met	Target met. No further action required.	78.57%	64.10%
8	Parent Survey	Age 3-5	≥85.00%	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.	88.00%	87.00%
		Age 6-21	≥72.00%	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.	78.00%	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	≥28.00%	26.67%	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.	26.98%	23.08%
	COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	58.67%	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.	63.49%	58.97%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or	≥74.00%	62.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	62.49%	74.36%

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		employed w/in 1 year of leaving HS				identify the root causes and evidence-based practices to improve student results.		
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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		*	*
	<ul style="list-style-type: none"> 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 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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	1.67	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.65	1.61
		Asian	< 2.00	0.57	Met		0.54	0.40
		Black/African American	< 2.00	1.71	Met		1.67	1.60
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.79	Met		0.77	0.79
		2 or more races	< 2.00	0.93	Met		0.97	0.92
		Hispanic/Latino	< 2.00	0.86	Met		0.96	1.04
	• 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								

Calvert County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
	Compliance Indicator								
10	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 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	2.30	2.42	2.82	1.18	1.59	1.77	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.72	0.60	0.57	1.09	0.89	0.60	
		2 or more races	*	0.73	1.29	0.88	1.22	1.01	
		Hispanic/Latino	*	1.19	*	0.76	0.45	1.58	
COMAR 13A.08.01.21									

Calvert County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Calvert County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 2018 was corrected within one year of the written finding.	99.49%	99.73%
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 2018 was corrected within one year of the written finding.	97.62%	100%

Calvert County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	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	0
	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	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

¹Local results are based on current data unless otherwise indicated.
Calvert County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Caroline County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Elizabeth Anthony
Ms. Carissa Hollinger
Branch Chiefs

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators		FFY 2019			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 72.62%	47.37%	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.	65.22%	54.17%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07		≤ 2.55%	1.28%	Met	Target met. No further action required.	2.74%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.28%	99.30%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.28%	99.30%

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
<div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	9.76%	11.90%
			Reading	≥25.45%	NA	NA		7.32%	16.67%
		4	Mathematics	≥22.49%	NA	NA		13.95%	19.15%
			Reading	≥27.95%	NA	NA		11.63%	12.77%
		5	Mathematics	≥25.19%	NA	NA		14.29%	12.50%
			Reading	≥30.45%	NA	NA		8.16%	8.33%
		6	Mathematics	≥26.89%	NA	NA		8.70%	7.89%
			Reading	≥32.95%	NA	NA		10.87%	10.53%
		7	Mathematics	≥28.59%	NA	NA		0.00%	4.65%
			Reading	≥35.45%	NA	NA		5.88%	6.82%
		8	Mathematics	≥30.29%	NA	NA		7.14%	12.00%
			Reading	≥37.95%	NA	NA		2.38%	8.00%
	HS	Mathematics	≥56.11%	NA	NA	5.88%		11.11%	
		Reading	≥50.55%	NA	NA	5.88%		16.67%	
COMAR 13A.05.11.05 COMAR 13A.03.06.05									

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA		*	*
	COMAR 13A.08.03.03						
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA		*	*
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the	$\geq 70.90\%$	81.11%	Met	Target met. No further action required.	80.70%	78.37%

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	day (MD SSIS LRE A)							
	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 10.76%	10.19%	Met	Target met. No further action required.	11.31%	11.31%
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤ 5.44%	1.48%	Met	Target met. No further action required.	1.36%	1.98%
	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%	86.25%	Met	Target met. No further action required.	85.00%	90.79%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		≤ 17.90%	0.00%	Met	Target met. No further action required.	0.00%	1.32%
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	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.	94.44%	70.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	38.46%	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.	74.07%	68.18%



Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	79.17%	Met	Target met. No further action required.	90.00%	80.95%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	46.15%	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.	70.37%	68.18%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	52.63%	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.	81.25%	69.23%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	42.31%	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.	70.37%	68.18%
8	Parent Survey	Age 3-5	≥85.00%	90%	Met	Target met. No further action required.	82.00%	83.00%
		Age 6-21	≥72.00%	92%	Met	Target met. No further action required.	75.00%	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	≥28.00%	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	≥60.00%	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.	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	≥74.00%	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.	Small cell size	Small cell size



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Maryland State Department of Education
Division of Early Intervention and Special Education Services

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Caroline County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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 suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<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		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	NA	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	NA		0.81	*
		<i>Black/African American</i>	< 2.00	1.41	NA		1.40	1.22
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	NA		*	*
		<i>White</i>	< 2.00	1.18	NA		1.13	1.19
		<i>2 or more races</i>	< 2.00	1.15	NA		1.14	1.30
		<i>Hispanic/Latino</i>	< 2.00	0.39	Met		0.41	0.40

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
 Compliance Indicator									
10	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 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	1.49	1.57	1.49	1.07	1.28	1.36	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	1.68	1.29	1.53	1.68	0.98	0.91	
		2 or more races	*	0.48	*	0.87	2.23	1.52	
		Hispanic/Latino	*	0.51	*	0.29	0.32	*	



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 Caroline County Annual Data FFY 2019
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Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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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Caroline County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Caroline County
Annual Data on SPP/APR Part B Indicators
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.		NA



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Carroll County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Nicholas Shockney
Branch Chiefs



Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2018 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	78.74%	Met	Target met. No further action required.	83.24%	79.17%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	1.15%	Met	Target met. No further action required.	1.68%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.82%	98.50%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.82%	98.90%

Carroll County
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Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	25.31%	16.92%		
			Reading	≥25.45%	NA	NA		14.23%	11.70%		
		4	Mathematics	≥22.49%	NA	NA		17.05%	19.20%		
			Reading	≥27.95%	NA	NA		16.29%	11.65%		
		5	Mathematics	≥25.19%	NA	NA		15.87%	16.67%		
			Reading	≥30.45%	NA	NA		11.86%	7.35%		
		6	Mathematics	≥26.89%	NA	NA		11.16%	10.26%		
			Reading	≥32.95%	NA	NA		13.49%	11.68%		
		7	Mathematics	≥28.59%	NA	NA		10.73%	15.27%		
			Reading	≥35.45%	NA	NA		18.54%	15.69%		
		8	Mathematics	≥30.29%	NA	NA		15.46%	10.95%		
			Reading	≥37.95%	NA	NA		17.53%	10.95%		
		HS	Mathematics	≥56.11%	NA	NA		12.84%	10.46%		
			Reading	≥50.55%	NA	NA		22.67%	16.25%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	*	NA		9.17	6.00
4A	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	4.08	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.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						



Carroll County
Annual Data on SPP/APR Part B Indicators
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	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)		$\geq 70.90\%$	75.02%	Met	Target met. No further action required.	75.46% 76.23%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)		$\leq 10.76\%$	9.73%	Met	Target met. No further action required.	9.76% 9.34%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		$\leq 5.44\%$	3.52%	Met	Target met. No further action required.	3.88% 3.83%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day		$\geq 65.10\%$	49.61%	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.	46.70% 49.22%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class		$\leq 17.90\%$	23.64%	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.	24.54% 23.58%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	$\geq 68.78\%$	65.31%	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.	79.55% 56.67%
	COMAR 13A.13.01.09	2. Exits within age expectations	$\geq 53.00\%$	50.72%	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% 35.39%



Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	63.64%	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.	84.78%	70.77%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	57.83%	Met	Target met. No further action required.	50.00%	33.82%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	77.19%	Met	Target met. No further action required.	93.75%	80.30%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	53.62%	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.	44.23%	35.29%
8	Parent Survey	Age 3-5	≥85.00%	86%	Met	Target met. No further action required.	87.00%	83.00%
		Age 6-21	≥72.00%	79%	Met	Target met. No further action required.	73.00%	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	≥28.00%	28.24%	Met	Target met. No further action required.	24.59%	23.37%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	73.53%	Met	Target met. No further action required.	77.60%	69.81%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	74.71%	Met	Target met. No further action required.	77.60%	96.86%


Carroll County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.48	Met		0.42	0.40
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>						
	<ul style="list-style-type: none"> 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		< 2.00	*	Met		*	*

Carroll County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	1.31	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p>	0.93	*
		<i>Asian</i>	< 2.00	0.69	Met		0.68	0.69
		<i>Black/African American</i>	< 2.00	1.28	Met		1.27	1.31
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	1.00
		<i>White</i>	< 2.00	0.90	Met		0.88	0.89
		<i>2 or more races</i>	< 2.00	1.29	Met		1.36	1.28
		<i>Hispanic/Latino</i>	< 2.00	1.05	Met		1.12	1.10

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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	*	*	*	*	*	*	No Disproportionality was identified. No further actions are required at this time.
		Asian	1.20	0.31	*	0.73	0.62	0.88	
		Black/African American	1.76	1.56	1.05	0.75	1.41	1.18	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.98	0.76	1.13	1.14	0.74	1.12	
		2 or more races	0.91	1.15	1.36	1.00	1.97	0.96	
		Hispanic/Latino	0.65	1.57	0.75	1.03	1.15	0.69	

¹Local results are based on current data unless otherwise indicated.
 Carroll County Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.13%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.88%	99.46%
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%	94.74%	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. 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)	100%	99.00%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	99.60%

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Carroll County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Carroll County
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	COMAR 13A.05.01.09A(3)(a)(ii)						
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Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	2	NA	No further action required.	1	2
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	1	1
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	1	1
	Number of due process hearings filed	NA	3	NA	No further action required.	6	6
	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	Met	1 of 1 finding of noncompliance from FFY 2018 was corrected in a timely manner.	1	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Cecil County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Sarah J. Farr
Branch Chiefs



Cecil County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> </div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	75.83%	Met	Target met. No further action required.	74.11%	73.85%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	3.15%	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.	2.78%	3.15%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.68%	98.70%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.83%	98.70%

Cecil County
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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	10.73%	8.90%
			Reading	≥25.45%	NA	NA		7.80%	5.76%
		4	Mathematics	≥22.49%	NA	NA		6.74%	9.90%
			Reading	≥27.95%	NA	NA		4.15%	7.92%
		5	Mathematics	≥25.19%	NA	NA		8.16%	7.07%
			Reading	≥30.45%	NA	NA		4.08%	9.24%
		6	Mathematics	≥26.89%	NA	NA		5.70%	6.32%
			Reading	≥32.95%	NA	NA		6.67%	9.77%
		7	Mathematics	≥28.59%	NA	NA		5.88%	6.63%
			Reading	≥35.45%	NA	NA		9.63%	8.16%
		8	Mathematics	≥30.29%	NA	NA		9.24%	8.00%
			Reading	≥37.95%	NA	NA		9.73%	6.29%
		HS	Mathematics	≥56.11%	NA	NA		3.70%	7.92%
			Reading	≥50.55%	NA	NA		6.86%	3.30%

Cecil County
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	1.39	Met		0.72	1.04
	COMAR 13A.08.03.03						
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	0.21	Met		2.55	1.35
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	88.62%	Met	Target met. No further action required.	89.72%	90.75%



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	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 10.76%	4.10%	Met	Target met. No further action required.	3.63%	3.51%
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤ 5.44%	3.50%	Met	Target met. No further action required.	3.25%	3.12%
	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%	76.76%	Met	Target met. No further action required.	74.52%	82.14%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		≤ 17.90%	0.61%	Met	Target met. No further action required.	0.32%	1.07%
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	74.29%	Met	Target met. No further action required.	67.61%	85.07%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	57.47%	Met	Target met. No further action required.	46.07%	67.01%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	72.00%	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.	83.75%	85.54%
		2. Exits within age expectations	≥51.12%	58.62%	Met	Target met. No further action required.	38.20%	58.76%
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	77.14%	Met	Target met. No further action required.	83.08%	86.57%

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	appropriate behavior to meet their needs.							
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	58.62%	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.	51.69%	70.10%
8	Parent Survey	Age 3-5	≥85.00%	88%	Met	Target met. No further action required.	80.00%	65.00%
		Age 6-21	≥72.00%	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.	68.00%	70.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	16.67%	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.	14.96%	12.68%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	64.17%	Met	Target met. No further action required.	62.20%	69.72%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	68.33%	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.	62.20%	75.35%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 identification of SWD by race or ethnicity was not identified. No further action required.	*	*
		<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	0.32	Met		0.45	1.09
		<i>2 or more races</i>	< 2.00	*	Met		4.18	*
		<i>Hispanic/Latino</i>						
	<ul style="list-style-type: none"> 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		< 2.00	*	Met		*	*



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator <div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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	0.98	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	*	1.11
		Asian	< 2.00	0.35	Met		0.46	0.50
		Black/African American	< 2.00	1.10	Met		1.07	1.04
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.05	Met		1.05	1.06
		2 or more races	< 2.00	0.93	Met		0.91	0.91
		Hispanic/Latino	< 2.00	0.89	Met		0.93	0.92
	• 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 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div>									
10	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 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 to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	1.79	1.14	1.07	0.80	1.23	1.26	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.85	1.05	0.98	1.29	1.02	0.92	
		2 or more races	0.87	0.77	2.21	0.64	1.00	1.03	
		Hispanic/Latino	0.57	0.94	*	1.01	0.80	1.03	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	97.49%	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 2018 was corrected within one year of the written finding.	94.68%	93.33%
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  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	1	1
	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	NA
	Number of due process hearings filed	NA	3	NA	No further action required.	1	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	1
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Charles County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Arden Sotomayor
Mr. Lewan Jones
Branch Chiefs

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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	83.81%	Met	Target met. No further action required.	69.87%	80.63%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	1.56%	Met	Target met. No further action required.	1.53%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.49%	97.60%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.50%	98.00%





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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2019		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	16.36%	13.33%		
			Reading	≥25.45%	NA	NA		9.81%	11.28%		
		4	Mathematics	≥22.49%	NA	NA		11.82%	9.55%		
			Reading	≥27.95%	NA	NA		11.33%	10.50%		
		5	Mathematics	≥25.19%	NA	NA		9.42%	9.80%		
			Reading	≥30.45%	NA	NA		8.07%	8.16%		
		6	Mathematics	≥26.89%	NA	NA		2.35%	5.58%		
			Reading	≥32.95%	NA	NA		3.53%	8.41%		
		7	Mathematics	≥28.59%	NA	NA		5.53%	3.62%		
			Reading	≥35.45%	NA	NA		6.98%	4.93%		
		8	Mathematics	≥30.29%	NA	NA		5.00%	6.00%		
			Reading	≥37.95%	NA	NA		5.41%	6.00%		
		HS	Mathematics	≥56.11%	NA	NA		17.50%	10.07%		
			Reading	≥50.55%	NA	NA		23.91%	20.51%		
			COMAR 13A.05.11.05								
			COMAR 13A.03.06.05								

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	<p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</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>	≤ 2.00	0.27	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	1.25	1.57
	<p>COMAR 13A.08.03.03</p> <p>Single suspensions (> 10 days): Disabled vs. nondisabled</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>	≤ 2.00	1.16	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	COMAR 13A.08.03.03						

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FFY 2019 (SFY 2020) 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 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	62.82%	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.	65.69%	67.61%
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%	18.01%	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.	16.49%	16.38%
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%	2.64%	Met	Target met. No further action required.	3.66%	2.97%
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%	73.30%	Met	Target met. No further action required.	69.04%	69.02%
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.	0.67%	2.28%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.78%	81.25%	Met	Target met. No further action required.	82.86%	76.12%
		2. Exits within age expectations \geq 53.00%	48.78%	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.	42.47%	41.33%




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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	84.00%	Met	Target met. No further action required.	87.14%	76.47%
		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.	49.32%	40.00%
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%	83.12%	Met	Target met. No further action required.	81.69%	80.28%
		2. Exits within age expectations	≥59.48%	52.44%	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.	54.79%	48.00%
8	Parent Survey	Age 3-5	≥85.00%	83%	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%	71.00%
		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.	66.00%	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	≥28.00%	23.96%	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.	26.01%	27.17%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	65.10%	Met	Target met. No further action required.	75.72%	63.59%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	72.40%	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.	75.72%	91.30%




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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	1.53	Met		0.94	0.78
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21							

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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	1.19	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.18	1.45
		<i>Asian</i>	< 2.00	0.58	Met		0.60	0.49
		<i>Black/African American</i>	< 2.00	1.26	Met		1.24	1.18
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	1.00	Met		0.98	1.03
		<i>2 or more races</i>	< 2.00	0.81	Met		0.85	0.82
		<i>Hispanic/Latino</i>	< 2.00	0.69	Met		0.70	0.77



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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 ¹ (SFY 2020) 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	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><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>	American Indian/Alaska Native	*	*	*	*	*	*	No Disproportionality was identified. No further actions are required at this time.
		Asian	0.85	*	*	0.66	*	1.07	
		Black/African American	1.11	1.67	1.09	0.90	1.33	1.55	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	1.25	0.66	1.45	1.50	1.08	0.67	
		2 or more races	0.33	0.90	0.55	0.88	0.92	0.82	
	COMAR 13A.08.01.21	Hispanic/Latino	0.92	0.78	0.51	0.68	0.45	0.66	



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Charles County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.06%	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 2018 was corrected within one year of the written finding.	99.38%	99.72%
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%	97.00%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	100%

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Maryland State Department of Education
Division of Early Intervention and Special Education Services

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019 ¹			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	8	NA	No further action required.	5	4
	Number of State complaints identified with violation(s)	NA	6	NA	5 complaints required corrective action.	3	4
	Number of State findings from State complaints corrected in a timely manner	NA	5	NA	No further action required.	1	0
	Number of due process hearings filed	NA	2	NA	No further action required.	3	3
	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	Met	1 of 1 fiscal finding was corrected in a timely manner.	1	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.		NA

¹Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 20, 2021

Mr. W. David Bromwell, Jr.
Superintendent
Dorchester County Bd. 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) 2019 Part B determinations, the Dorchester County Board of Education has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the state's methodology for those indicators.

Mr. W. David Bromwell, Jr.
April 20, 2021
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 Dorchester County Board of Education has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 Board of Education 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Kim Waller
Branch Chiefs



Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	62.50%	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.	57.69%	60.00%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	2.86%	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.	2.56%	4.26%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.74%	99.60%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.17%	100%

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	8.00%	3.03%
			Reading	≥25.45%	NA	NA		12.00%	3.03%
		4	Mathematics	≥22.49%	NA	NA		11.11%	7.14%
			Reading	≥27.95%	NA	NA		13.89%	3.57%
		5	Mathematics	≥25.19%	NA	NA		9.38%	12.50%
			Reading	≥30.45%	NA	NA		9.38%	9.09%
		6	Mathematics	≥26.89%	NA	NA		6.45%	8.11%
			Reading	≥32.95%	NA	NA		16.13%	8.11%
		7	Mathematics	≥28.59%	NA	NA		2.86%	18.75%
			Reading	≥35.45%	NA	NA		5.56%	15.63%
		8	Mathematics	≥30.29%	NA	NA		3.45%	15.22%
			Reading	≥37.95%	NA	NA		3.45%	15.22%
		HS	Mathematics	≥56.11%	NA	NA		0.00%	16.67%
			Reading	≥50.55%	NA	NA		0.00%	20.00%

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA		*	*
	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	0.23	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						



Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	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%	79.43%	Met	Target met. No further action required.	76.16%	76.07%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	6.15%	Met	Target met. No further action required.	7.30%	7.56%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	2.36%	Met	Target met. No further action required.	2.68%	2.77%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	79.66%	Met	Target met. No further action required.	94.83%	80.77%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	0.00%	Met	Target met. No further action required.	0.00%	1.92%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	88.89%	Met	Target met. No further action required.	61.11%
		2. Exits within age expectations	\geq 53.00%	42.86%	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.	27.27%
	COMAR 13A.13.01.09						



Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	73.68%	Met	Target met. No further action required.	73.68%	70.00%
		2. Exits within age expectations	≥51.12%	42.86%	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.	31.82%	50.00%
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%	90.00%	Met	Target met. No further action required.	80.95%	100%
		2. Exits within age expectations	≥59.48%	42.86%	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.	31.82%	65.00%
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.	*	*
		Age 6-21	≥72.00%	81%	Met	Target met. No further action required.	68.00%	82.00%
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	≥28.00%	Small cell size	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	≥60.00%	64.52%	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	≥74.00%	70.97%	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.	Small cell size	Small cell size

Dorchester County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results¹	Target Met		FFY 2018	FFY 20197
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		*	*
		<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		*	*
		COMAR 13A.08.01.21						

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups 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	<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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	1.06	Met		1.04	1.02
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	1.01	Met		1.02	1.07
		<i>2 or more races</i>	< 2.00	1.00	Met		1.02	0.94
		<i>Hispanic/Latino</i>	< 2.00	0.96	Met		0.92	0.93

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



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Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	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	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, White students with Emotional Disabilities, and 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	2.59	1.15	0.4	0.95	1.09	0.75	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.50	0.92	2.16	0.99	1.04	1.27	
		2 or more races	*	1.51	2.32	*	1.62	*	
		Hispanic/Latino	*	0.66	*	1.74	*	1.59	



Dorchester County
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Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 2018 was corrected within one year of the written finding.	99.07%	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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Maryland State Department of Education
Division of Early Intervention and Special Education Services

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	2
	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	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	2	Not Met	2 fiscal findings must be corrected within 1 year of notification.	0	1
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

¹Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Frederick County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Troy Keller
Dr. Linda Chambers
Branch Chiefs



Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	76.31%	Met	Target met. No further action required.	76.49%	73.99%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	0.54%	Met	Target met. No further action required.	0.69%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.03%	99.00%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.16%	99.20%

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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	16.58%	22.57%		
			Reading	≥25.45%	NA	NA		14.71%	16.62%		
		4	Mathematics	≥22.49%	NA	NA		18.35%	17.46%		
			Reading	≥27.95%	NA	NA		13.73%	15.87%		
		5	Mathematics	≥25.19%	NA	NA		15.48%	12.85%		
			Reading	≥30.45%	NA	NA		13.92%	12.89%		
		6	Mathematics	≥26.89%	NA	NA		8.38%	9.88%		
			Reading	≥32.95%	NA	NA		9.75%	9.25%		
		7	Mathematics	≥28.59%	NA	NA		12.50%	9.22%		
			Reading	≥35.45%	NA	NA		14.16%	12.10%		
		8	Mathematics	≥30.29%	NA	NA		11.83%	9.66%		
			Reading	≥37.95%	NA	NA		13.27%	9.22%		
		HS	Mathematics	≥56.11%	NA	NA		19.30%	15.95%		
			Reading	≥50.55%	NA	NA		26.50%	18.80%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									



Frederick County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	2.02	2.33
	COMAR 13A.08.03.03 Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	5.50



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	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%	82.86%	Met	Target met. No further action required.	82.16%	81.55%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	6.83%	Met	Target met. No further action required.	7.31%	7.27%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	4.38%	Met	Target met. No further action required.	4.60%	4.79%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	55.85%	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.	49.47%	50.63%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	4.95%	Met	Target met. No further action required.	8.98%	4.38%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	84.80%	Met	Target met. No further action required.	80.33%
		2. Exits within age expectations	\geq 53.00%	68.75%	Met	Target met. No further action required.	67.63%
	COMAR 13A.13.01.09						



Frederick County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	83.78%	Met	Target met. No further action required.	80.43%	73.66%
		2. Exits within age expectations	≥51.12%	68.33%	Met	Target met. No further action required.	66.67%	63.60%
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%	84.31%	Met	Target met. No further action required.	80.66%	73.63%
		2. Exits within age expectations	≥59.48%	70.42%	Met	Target met. No further action required.	66.67%	68.00%
8	Parent Survey	Age 3-5	≥85.00%	85%	Met	Target met. No further action required.	70.00%	81.00%
		Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	71.00%	70.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	33.90%	Met	Target met. No further action required.	34.91%	33.55%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	69.15%	Met	Target met. No further action required.	76.36%	74.42%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	71.19%	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.	76.36%	96.35%

Frederick County
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		3.42	3.69
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.35	0.36
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

Frederick County
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	1.38	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.45	0.99
		<i>Asian</i>	< 2.00	0.50	Met		0.49	0.49
		<i>Black/African American</i>	< 2.00	1.35	Met		1.36	1.37
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.93	Met		0.80	1.04
		<i>White</i>	< 2.00	1.00	Met		1.00	0.99
		<i>2 or more races</i>	< 2.00	1.03	Met		0.93	1.06
		<i>Hispanic/Latino</i>	< 2.00	0.92	Met		0.95	0.92



¹Local results are based on current data unless otherwise indicated.
Frederick County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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Annual Data on SPP/APR Part B Indicators
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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
	Compliance Indicator								
10	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	*	1.80	*	*	*	*	No Disproportionality was identified. No further actions are required at this time.
		Asian	1.08	0.22	*	0.52	0.33	1.21	
		Black/African American	1.50	1.45	1.60	0.81	1.53	1.40	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.72	0.79	1.00	1.25	1.27	0.94	
		2 or more races	*	0.93	1.57	1.21	0.98	0.85	
		Hispanic/Latino	1.50	1.42	0.66	0.89	0.53	0.81	

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 Frederick County Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

Frederick County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.86%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.71%	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	100%	100%	Met	Target met. No further action required.	100%	100%

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Frederick County Annual Data FFY 2019
Maryland State Department of Education
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Annual Data on SPP/APR Part B Indicators
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	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						
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Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	2	NA	1 complaint withdrawn or resolved. No further action required.	6	11
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	5	10
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	4	0
	Number of due process hearings filed	NA	9	NA	No further action required.	5	4
	Number of due process hearings identified with violations	NA	2	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

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Frederick County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Garrett County Board of Education has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 Board of Education has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 Board of Education 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Chelsie Manges
Branch Chiefs



Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	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.	61.11%	64.71%
	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 2018-2019)		≤ 2.55%	1.94%	Met	Target met. No further action required.	2.61%	≤3.00%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	99.51%	100%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.02	100%

Garrett County
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FFY 2019 (SFY 2020) Part B Indicators												
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results				
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017			
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	18.18%	15.79%			
			Reading	≥25.45%	NA	NA		18.18%	5.26%			
		4	Mathematics	≥22.49%	NA	NA		10.00%	14.29%			
			Reading	≥27.95%	NA	NA		0.00%	11.90%			
		5	Mathematics	≥25.19%	NA	NA		14.29%	10.53%			
			Reading	≥30.45%	NA	NA		14.29%	10.53%			
		6	Mathematics	≥26.89%	NA	NA		11.76%	14.29%			
			Reading	≥32.95%	NA	NA		11.76%	11.43%			
		7	Mathematics	≥28.59%	NA	NA		14.71%	10.00%			
			Reading	≥35.45%	NA	NA		11.76%	15.00%			
		8	Mathematics	≥30.29%	NA	NA		11.11%	4.76%			
			Reading	≥37.95%	NA	NA		16.65%	4.76%			
		HS	Mathematics	≥56.11%	NA	NA		10.71%	23.53%			
			Reading	≥50.55%	NA	NA		17.24%	22.22%			
		COMAR 13A.05.11.05										
		COMAR 13A.03.06.05										



Garrett County
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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*

Garrett County
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	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%	79.48%	Met	Target met. No further action required.	80.31%	77.21%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	10.75%	Met	Target met. No further action required.	10.31%	8.55%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	1.30%	Met	Target met. No further action required.	1.25%	2.56%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	91.30%	Met	Target met. No further action required.	80.00%	78.95%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	0.00%	Met	Target met. No further action required.	0.00%	2.63%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 68.78%	72.73%	Met	Target met. No further action required.	76.47%	100%
	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.	76.00%	69.23%

Garrett County
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	88.89%	100%
	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.	64.00%	76.92%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	72.73%	Met	Target met. No further action required.	84.21%	100%
	COMAR 13A.13.01.09	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.	68.00%	69.23%
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%
	* Less than 10 survey responses	Age 6-21	≥72.00%	79%	Met	Target met. No further action required.	80%	84%
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	≥28.00%	Small cell size	NA	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	≥60.00%	77.27%	Met	Target met. No further action required.	61.90%	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	≥74.00%	86.36%	Met	Target met. No further action required.	61.90%	Small cell size

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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		*	*
	<ul style="list-style-type: none"> 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>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<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.	*	*
		<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	0.93	Met		1.43	0.98
		<i>2 or more races</i>	< 2.00	1.27	Met		0.85	1.24
		<i>Hispanic/Latino</i>	< 2.00	0.80	Met		*	*

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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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	*	*	*	*	*	*	No Disproportionality was identified. No further actions are required at this time.
		Asian	*	*	*	*	*	*	
		Black/African American	*	*	*	*	*	*	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.73	0.77	0.63	1.55	0.47	0.39	
		2 or more races	*	*	*	*	*	*	
		Hispanic/Latino	*	*	*	*	*	*	



¹Local results are based on current data unless otherwise indicated.
 Garrett County Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2019
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%

¹Local results are based on current data unless otherwise indicated.
Garrett County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	0	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.		NA



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Harford County Public Schools has achieved the determination status of **"Needs Assistance, 2 Years."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. 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 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/cw



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Michael Thatcher
Branch Chiefs



Harford County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	54.75%	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.	55.45%	59.02%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	4.64%	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.	3.86%	5.26%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.30%	99.30%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.40%	99.40%

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	15.14%	15.79%
			Reading	≥25.45%	NA	NA		10.00%	10.28%
		4	Mathematics	≥22.49%	NA	NA		9.03%	12.74%
			Reading	≥27.95%	NA	NA		7.84%	12.74%
		5	Mathematics	≥25.19%	NA	NA		8.86%	8.82%
			Reading	≥30.45%	NA	NA		8.33%	4.55%
		6	Mathematics	≥26.89%	NA	NA		5.77%	8.40%
			Reading	≥32.95%	NA	NA		6.27%	7.33%
		7	Mathematics	≥28.59%	NA	NA		9.65%	6.41%
			Reading	≥35.45%	NA	NA		9.60%	10.25%
		8	Mathematics	≥30.29%	NA	NA		8.90%	11.65%
			Reading	≥37.95%	NA	NA		8.50%	9.94%
		HS	Mathematics	≥56.11%	NA	NA		16.75%	10.26%
			Reading	≥50.55%	NA	NA		23.08%	18.35%

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	1.50	Met		2.34	2.12
	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	1.42	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	2.19	2.53
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						

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Annual Data on SPP/APR Part B Indicators
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	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%	83.94%	Met	Target met. No further action required.	94.28%	83.64%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	3.92%	Met	Target met. No further action required.	3.73%	3.76%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	6.28%	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.	5.88%	6.02%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	63.00%	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.	65.92%	60.68%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	9.48%	Met	Target met. No further action required.	7.36%	10.59%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	73.68%	Met	Target met. No further action required.	75.80%
		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.	55.61%
	COMAR 13A.13.01.09						



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	75.00%	Met	Target met. No further action required.	77.40%	78.64%
		2. Exits within age expectations	≥51.12%	52.66%	Met	Target met. No further action required.	52.94%	50.70%
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%	74.66%	Met	Target met. No further action required.	79.85%	70.09%
		2. Exits within age expectations	≥59.48%	61.70%	Met	Target met. No further action required.	66.84%	61.97%
8	Parent Survey	Age 3-5	≥85.00%	73.00%	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.	84.00%	77.00%
		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.	60.00%	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: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	17.25%	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.	26.77%	22.22%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	63.73%	Met	Target met. No further action required.	72.12%	74.19%
		C. Higher ED or training program or employed w/in 1 year	≥74.00%	68.31%	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	72.12%	89.96%

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		of leaving HS				practices to improve student results.		
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 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.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	3.84	Not Met		2.58	3.94
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.14	Met		0.31	0.29
		2 or more races	< 2.00	*	Met		2.04	1.15
		Hispanic/Latino	< 2.00	1.77	Met		1.03	0.69
	COMAR 13A.08.01.21							

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	0.61	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.55	0.67
		<i>Asian</i>	< 2.00	0.39	Met		0.38	0.42
		<i>Black/African American</i>	< 2.00	1.39	Met		1.40	1.38
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	1.00	Met		0.99	1.31
		<i>White</i>	< 2.00	0.85	Met		0.85	0.86
		<i>2 or more races</i>	< 2.00	1.00	Met		0.97	1.01
		<i>Hispanic/Latino</i>	< 2.00	1.04	Met		1.06	1.00

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FFY 2019¹ (SFY 2020) Part B Indicators

SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
<div> <div></div> Compliance Indicator </div>									
10	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.
		Asian	*	0.19	*	0.53	*	0.84	
		Black/African American	2.15	1.49	1.80	1.01	1.56	1.24	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.58	0.85	0.76	1.01	0.77	0.92	
		2 or more races	1.02	0.76	1.12	0.96	1.27	1.13	
		Hispanic/Latino	1.05	1.15	0.73	1.21	0.99	0.74	

¹Local results are based on current data unless otherwise indicated.
Harford County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.50%	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. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	98.08%	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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Harford County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	4	1
	Number of State complaints identified with violation(s)	NA	3	NA	3 complaints required corrective action.	3	1
	Number of State findings from State complaints corrected in a timely manner	NA	3	NA	No further action required.	3	NA
	Number of due process hearings filed	NA	3	NA	No further action required.	13	4
	Number of due process hearings identified with violations	NA	1	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

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(LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Howard County Public Schools has achieved the determination status of **"Needs Assistance, 1 Year."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/cw



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Terri Savage
Branch Chiefs

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	70.47%	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.	67.41%	68.20%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	0.59%	Met	Target met. No further action required.	0.96%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.04%	99.20%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.97%	99.10%

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	15.34%	21.25%
			Reading	≥25.45%	NA	NA		14.25%	16.50%
		4	Mathematics	≥22.49%	NA	NA		17.60%	18.63%
			Reading	≥27.95%	NA	NA		16.91%	16.63%
		5	Mathematics	≥25.19%	NA	NA		16.04%	12.43%
			Reading	≥30.45%	NA	NA		14.35%	7.82%
		6	Mathematics	≥26.89%	NA	NA		12.29%	14.63%
			Reading	≥32.95%	NA	NA		12.53%	14.35%
		7	Mathematics	≥28.59%	NA	NA		15.20%	16.00%
			Reading	≥35.45%	NA	NA		18.25%	15.06%
		8	Mathematics	≥30.29%	NA	NA		18.33%	18.88%
			Reading	≥37.95%	NA	NA		15.00%	12.17%
		HS	Mathematics	≥56.11%	NA	NA		15.18%	18.68%
			Reading	≥50.55%	NA	NA		20.62%	14.23%



Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<div><div>•</div>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div><div>*</div>Cell size < 5 or N size is < 20</div>	≤ 2.00	2.26	Not Met		2.44	2.57
	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	1.51	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<div><div>•</div>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div><div>*</div>Cell size < 5 or N size is < 20</div>						



Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	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%	75.96%	Met	Target met. No further action required.	76.85%	78.37%
	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)		\leq 10.76%	2.12%	Met	Target met. No further action required.	2.54%	1.94%
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		\leq 5.44%	6.72%	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.	6.80%	7.02%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16							
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day		\geq 65.10%	86.96%	Met	Target met. No further action required.	84.35%	83.67%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		\leq 17.90%	0.21%	Met	Target met. No further action required.	0.43%	0.22%
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	66.99%	No 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.	70.37%	63.73%
	COMAR 13A.13.01.09	2. Exits within age expectations	\geq 53.00%	52.31%	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.	51.18%	52.11%

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	78.38%	Met	Target met. No further action required.	77.71%	73.21%
		2. Exits within age expectations	≥51.12%	49.62%	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.	55.92%	45.77%
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%	77.32%	Met	Target met. No further action required.	75.50%	73.47%
		2. Exits within age expectations	≥59.48%	61.15%	Met	Target met. No further action required.	63.03%	60.56%
8	Parent Survey	Age 3-5	≥85.00%	88%	Met	Target met. No further action required.	82.00%	86.00%
		Age 6-21	≥72.00%	77%	Met	Target met. No further action required.	69.00%	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	≥28.00%	47.62%	Met	Target met. No further action required.	49.31%	47.89%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	74.15%	Met	Target met. No further action required..	79.66%	79.31%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	75.85%	Met	Target met. No further action required.	79.66%	91.57%


Howard County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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 suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		3.92	1.07
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

Howard County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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	1.17	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.44	1.37
		Asian	< 2.00	0.44	Met		0.44	0.46
		Black/African American	< 2.00	1.61	Met		1.61	1.60
		Native Hawaiian/Pacific Islander	< 2.00	0.64	Met		0.98	1.09
		White	< 2.00	1.00	Met		0.98	0.97
		2 or more races	< 2.00	0.97	Met		0.99	0.98
		Hispanic/Latino	< 2.00	1.18	Met		1.19	1.17
	• 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								

Howard County
Annual Data on SPP/APR Part B Indicators
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FFY 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20* Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American 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	0.56	0.20	0.12	0.46	0.20	0.76	
		Black/African American	1.68	1.95	1.97	1.18	2.11	1.47	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.83	0.88	1.19	1.10	1.11	1.03	
		2 or more races	0.69	0.97	1.61	1.04	0.95	1.04	
		Hispanic/Latino	1.42	1.62	0.77	1.51	0.90	0.62	
COMAR 13A.08.01.21									



Howard County
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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.59%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	97.96%	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%	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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Howard County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Howard County
Annual Data on SPP/APR Part B Indicators
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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 from FFY 2018 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	8	NA	2 complaints withdrawn or resolved. No further action required.	7	8
	Number of State complaints identified with violation(s)	NA	4	NA	3 complaints required corrective action.	1	5
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	Correction of 1 violation was untimely and correction of 2 violations are not due yet.	0	0
	Number of due process hearings filed	NA	10	NA	No further action required.	15	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	Not Met	3 fiscal findings must be corrected within 1 year of notification.	0	5
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Kent County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Wendy Keen
Branch Chiefs



Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	73.33%	Met	Target met. No further action required.	80.00%	78.26%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	1.22%	Met	Target met. No further action required.	1.23%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	100%	98.70%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	100%	99.30%

Kent County
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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	4.00%	8.70%
			Reading	≥25.45%	NA	NA		8.00%	0.00%
		4	Mathematics	≥22.49%	NA	NA		0.00%	18.18%
			Reading	≥27.95%	NA	NA		0.00%	4.55%
		5	Mathematics	≥25.19%	NA	NA		0.00%	18.18%
			Reading	≥30.45%	NA	NA		0.00%	18.18%
		6	Mathematics	≥26.89%	NA	NA		10.00%	3.85%
			Reading	≥32.95%	NA	NA		10.00%	3.85%
		7	Mathematics	≥28.59%	NA	NA		3.70%	0.00%
			Reading	≥35.45%	NA	NA		7.41%	5.26%
		8	Mathematics	≥30.29%	NA	NA		5.88%	4.76%
			Reading	≥37.95%	NA	NA		5.88%	14.29%
		HS	Mathematics	≥56.11%	NA	NA		6.25%	714%
			Reading	≥50.55%	NA	NA		7.69%	14.29%

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA		*	*
	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	0.63	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



	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%	79.85%	Met	Target met. No further action required.	78.45%	72.41%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	11.79%	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.	14.66%	14.66%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	2.66%	Met	Target met. No further action required.	1.72%	3.02%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	100%	Met	Target met. No further action required.	94.44%	89.66%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	0.00%	Met	Target met. No further action required.	2.78%	6.90%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 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.	83.33%
	COMAR 13A.13.01.09	2. Exits within age expectations	\geq 53.00%	36.36%	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.	66.67%

Kent County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	77.78%	Met	Target met. No further action required.	66.67%	75.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	63.64%	Met	Target met. No further action required.	44.44%	88.89%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	87.50%	100%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	36.36%	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.	44.44%	88.89%
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.	*	*
		Age 6-21	≥72.00%	79%	Met	Target met. No further action required.	73.00%	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	≥28.00%	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	≥60.00%	83.33%	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	≥74.00%	91.67%	Met	Target met. No further action required.	Small cell size	Small cell size

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020


Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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>						
	<ul style="list-style-type: none"> 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		< 2.00	*	Met		*	*

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.96	Met		1.91	2.09
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.66	Met		0.75	0.70
		2 or more races	< 2.00	0.81	Met		0.59	0.43
		Hispanic/Latino	< 2.00	0.75	Met		0.66	0.73
	• 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								

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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 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	*	2.46	*	1.28	1.90	*	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	*	0.55	0.83	1.03	0.82	1.66	
		2 or more races	*	0.89	*	*	*	*	
		Hispanic/Latino	*	0.57	*	*	*	*	
	<ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20								
* Cell size < 5 or N size is < 20									
COMAR									

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



13A.08.01.21								
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	98.46%
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	No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met. No further action required.	100%	100%

¹Local results are based on current data unless otherwise indicated.
Kent County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	1
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

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Kent County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Montgomery County Public Schools has achieved the determination status of **"Needs Assistance, 1 Year."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 from FFY 2019 and prior years), the Montgomery County 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 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/cw

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Philip A Lynch
Mr. Kevin Lowndes
Ms. Julie Hall
Branch Chiefs



Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 - June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	69.88%	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.	68.81%	69.46%
	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 2018-2019)		≤ 2.55%	2.28%	Met	Target met. No further action required.	2.10%	≤ 3.00%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	98.51%	97.70%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.06%	99.00%

Montgomery County
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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	22.04%	20.59%		
			Reading	≥25.45%	NA	NA		17.46%	15.69%		
		4	Mathematics	≥22.49%	NA	NA		18.98%	18.02%		
			Reading	≥27.95%	NA	NA		14.68%	16.56%		
		5	Mathematics	≥25.19%	NA	NA		16.20%	14.46%		
			Reading	≥30.45%	NA	NA		14.95%	12.87%		
		6	Mathematics	≥26.89%	NA	NA		13.11%	13.69%		
			Reading	≥32.95%	NA	NA		14.57%	15.01%		
		7	Mathematics	≥28.59%	NA	NA		15.42%	14.95%		
			Reading	≥35.45%	NA	NA		17.93%	17.32%		
		8	Mathematics	≥30.29%	NA	NA		16.54%	16.57%		
			Reading	≥37.95%	NA	NA		17.16%	13.19%		
		HS	Mathematics	≥56.11%	NA	NA		13.94%	12.11%		
			Reading	≥50.55%	NA	NA		25.90%	18.04%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									

Montgomery County
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.	5.64	4.00
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	$\leq 2.00\%$	2.88	Not Met			
	COMAR 13A.08.03.0						
5A	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.	2.30	1.78
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	$\leq 2.00\%$	7.49	Not Met			
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the	$\geq 70.90\%$	67.32%	Not Met	Target not met. Submit an Improvement Plan	67.45%	67.16%

¹Local results are based on current data unless otherwise indicated.
Montgomery County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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	day (MD SSIS LRE A)					within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 10.76%	14.04%	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.	14.02%	13.8%
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 and COMAR 13A.05.01.16		≤ 5.44%	5.91%	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.	5.75%	5.63%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day		≥ 65.10%	36.92%	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.	34.61%	42.47%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		≤ 17.90%	46.56%	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.	48.90%	40.36%
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	67.80%	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.	63.86%	65.43%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	48.34%	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.	50.41%	52.88%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	70.28%	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.	66.88%	70.27%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	46.64%	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.	49.17%	51.56%



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	72.24%	Met	Target met. No further action required.	70.56%	73.33%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	58.94%	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.	60.17%	62.38%
8	Parent Survey	Age 3-5	≥85.00%	83%	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%	87.00%
		Age 6-21	≥72.00%	73%	Met	Target met. No further action required.	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:	A. Higher ED w/in 1 year of leaving HS	≥28.00%	44.67%	Met	Target met. No further action required.	45.66%	47.62%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	70.70%	Met	Target met. No further action required.	72.78%	74.75%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	71.20%	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.	74.38%	81.97%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <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>	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	4.93	Net Met		4.33	5.24
		<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	0.74	Met		0.68	0.72

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	1.06	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.09	1.18
		<i>Asian</i>	< 2.00	0.51	Met		0.51	0.50
		<i>Black/African American</i>	< 2.00	1.31	Met		1.29	1.29
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.74	Met		0.89	0.97
		<i>White</i>	< 2.00	0.93	Met		0.92	0.93
		<i>2 or more races</i>	< 2.00	0.88	Met		0.85	0.81
		<i>Hispanic/Latino</i>	< 2.00	1.17	Met		1.21	1.21

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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
<div> <div></div> Compliance Indicator </div>									
10	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	*	1.10	3.04	*	1.28	*	Disproportionality for Black/African American students with Intellectual Disabilities and American Indian/Alaskan Native students with Emotional Disabilities were 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	0.65	0.24	0.21	0.66	0.32	1.00	
		Black/African American	2.03	1.13	1.82	1.00	1.46	1.37	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.50	0.70	1.21	1.14	1.36	1.29	
		2 or more races	0.66	0.66	1.40	1.18	1.03	1.07	
		Hispanic/Latino	1.15	1.98	0.71	1.04	0.81	0.56	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	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. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.46%	99.23%
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%	92.00%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was	64.16%	100%

¹Local results are based on current data unless otherwise indicated.
Montgomery County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Montgomery County
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					corrected within one year of the written finding.		
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	18	NA	1 complaint withdrawn or resolved. No further action required.	21	21
	Number of State complaints identified with violation(s)	NA	15	NA	14 complaints required corrective action.	13	16
	Number of State findings from State complaints corrected in a timely manner	NA	10	NA	1 violation was corrected untimely and 3 are not due yet.	6	11
	Number of due process hearings filed	NA	85	NA	No further action required.	75	78
	Number of due process hearings identified with violations	NA	5	NA	No further action required.	0	1
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0

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	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA
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Karen B. Salmon, Ph.D.
State Superintendent of Schools

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Prince George's County Public Schools has achieved the determination status of "**Needs Intervention, Multiple Years.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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) and a trend of not Meeting Requirements, 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. LSSs/PAs 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/cw



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Trinell Bowman
Branch Chiefs

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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	63.80%	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.	66.32%	71.85%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	1.94%	Met	Target met. No further action required.	6.18%	4.59%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.21%	98.70%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.19%	99.10%

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	8.07%	6.97%
			Reading	≥25.45%	NA	NA		8.17%	5.97%
		4	Mathematics	≥22.49%	NA	NA		8.48%	6.78%
			Reading	≥27.95%	NA	NA		7.42%	6.53%
		5	Mathematics	≥25.19%	NA	NA		5.97%	7.12%
			Reading	≥30.45%	NA	NA		6.13%	6.51%
		6	Mathematics	≥26.89%	NA	NA		5.63%	6.63%
			Reading	≥32.95%	NA	NA		6.83%	7.60%
		7	Mathematics	≥28.59%	NA	NA		5.79%	5.24%
			Reading	≥35.45%	NA	NA		8.09%	5.96%
		8	Mathematics	≥30.29%	NA	NA		6.00%	5.05%
			Reading	≥37.95%	NA	NA		4.65%	4.93%
		HS	Mathematics	≥56.11%	NA	NA		9.01%	4.97%
			Reading	≥50.55%	NA	NA		11.20%	8.08%



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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	1.98	Met		4.05	3.67
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	3.36	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.	1.71	*

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	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%	72.36%	Met	Target met. No further action required.	71.31%	69.23%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	13.72%	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.	13.58%	13.27%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	9.49%	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.	9.65%	9.74%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	61.71%	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.	62.54%	65.07%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	17.15%	Met	Target met. No further action required.	15.65%	14.84%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	70.63%	Met	Target met. No further action required.	69.14%
		2. Exits within age expectations	\geq 53.00%	43.77%	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.	52.38%
	COMAR 13A.13.01.09						



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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	80.24%	Met	Target met. No further action required.	79.76%	83.16%
		2. Exits within age expectations	≥51.12%	43.89%	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.	45.89%	51.54%
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%	69.57%	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.	72.30%	73.96%
		2. Exits within age expectations	≥59.48%	52.04%	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.	53.13%	59.24%
8	Parent Survey	Age 3-5	≥85.00%	81.00%	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%	64.00%	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%	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	≥28.00%	22.08%	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.	23.50%	21.56%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	51.29%	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.	57.29%	58.11%
		C. Higher ED or training program or	≥74.00%	54.94%	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	57.29%	68.27%



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		employed w/in 1 year of leaving HS				student results.		
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	3.45	Not Met		4.36	2.79
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.78	Met		0.33	0.69
		<i>2 or more races</i>	< 2.00	*	Met		*	1.53
		<i>Hispanic/Latino</i>	< 2.00	0.26	Met		0.27	0.32
		COMAR 13A.08.01.21						

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	1.26	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.14	1.22
		<i>Asian</i>	< 2.00	0.64	Met		0.61	0.59
		<i>Black/African American</i>	< 2.00	1.40	Met		1.33	1.35
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.58	Met		0.48	0.38
		<i>White</i>	< 2.00	1.18	Met		1.22	1.22
		<i>2 or more races</i>	< 2.00	0.97	Met		0.99	1.04
		<i>Hispanic/Latino</i>	< 2.00	0.70	Met		0.74	0.72



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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20* Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	1.22	*	2.39	*	1.16	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.
		Asian	0.70	0.27	0.33	0.63	0.27	1.56	
		Black/African American	1.54	1.13	3.76	1.40	1.93	1.81	
		Native Hawaiian/Pacific Islander	*	0.73	*	*	*	*	
		White	0.69	0.89	1.25	2.12	1.24	1.52	
		2 or more races	1.03	0.69	1.10	1.71	1.00	1.42	
		Hispanic/Latino	0.69	0.98	0.21	0.55	0.50	0.41	
COMAR 13A.08.01.21									



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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.72%	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 2018 was corrected within one year of the written finding.	98.47%	98.47%
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)	100%	100%	Met	Target met. No further action required.	100%	99.60%

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	COMAR 13A.05.01.09A(3)(a)(ii)						
Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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%	<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	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%	<100%
	Number of State complaints filed	NA	52	NA	16 complaints withdrawn or resolved. No further action required.	65	57
	Number of State complaints identified with violation(s)	NA	25	NA	24 complaints required corrective action.	35	29
	Number of State findings from State complaints corrected in a timely manner	NA	15	NA	2 violations were corrected untimely and 7 are not due yet.	25	4
	Number of due process hearings filed	NA	38	NA	No further action required.	69	57
	Number of due process hearings identified with violations	NA	1	NA	No further action required.	1	0
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

Dr. Andrea Kane
Superintendent
Queen Anne's Co. Bd. 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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Queen Anne's County Board of Education has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 Board of Education has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 Board of Education 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Joeleen Smith
Branch Chiefs



Queen Anne's County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2019 ¹			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	80.00%	Met	Target met. No further action required.	81.08%	81.40%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	0.52%	Met	Target met. No further action required.	0.96%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.11%	99.10%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.11%	99.30%

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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019 ¹			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	23.33%	22.67%		
			Reading	≥25.45%	NA	NA		18.33%	13.16%		
		4	Mathematics	≥22.49%	NA	NA		27.03%	15.00%		
			Reading	≥27.95%	NA	NA		14.86%	18.75%		
		5	Mathematics	≥25.19%	NA	NA		18.67%	19.70%		
			Reading	≥30.45%	NA	NA		17.33%	15.15%		
		6	Mathematics	≥26.89%	NA	NA		11.29%	6.06%		
			Reading	≥32.95%	NA	NA		12.90%	6.06%		
		7	Mathematics	≥28.59%	NA	NA		5.88%	9.21%		
			Reading	≥35.45%	NA	NA		13.24%	9.21%		
		8	Mathematics	≥30.29%	NA	NA		13.33%	5.00%		
			Reading	≥37.95%	NA	NA		18.67%	6.67%		
		HS	Mathematics	≥56.11%	NA	NA		10.34%	9.38%		
			Reading	≥50.55%	NA	NA		11.11%	18.75%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									



Queen Anne's County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 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.	*	*
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*

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	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) 5COMAR 13A.05.01.15		\geq 70.90%	85.83%	Met	Target met. No further action required.	87.77% 87.64%
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%	8.12%	Met	Target met. No further action required.	6.99% 7.34%
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.	0.94% 1.29%
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%	48.46%	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.	55.17% 62.86%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		\leq 17.90%	26.92%	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.	24.14% 22.86%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	\geq 68.78%	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.	94.44% 78.26%
		2. Exits within age expectations	\geq 53.00%	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.	71.43% 62.50%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	90.48%	Met	Target met. No further action required.	75.56%	75.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	36.36%	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.	51.02%	46.88%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	90.63%	80.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	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.	71.43%	68.75%
8	Parent Survey	Age 3-5	≥85.00%	88%	Met	Target met. No further action required.	88.00%	89.00%
		Age 6-21	≥72.00%	80%	Met	Target met. No further action required.	66.00%	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	≥28.00%	Small cell size	NA	No further action required.	36.11%	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	68.75%	Met	Target met. No further action required.	77.78%	Small cell size
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	78.13%	Met	Target met. No further action required.	77.78%	Small cell size

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
		COMAR 13A.08.01.21						

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<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.	*	*
		<i>Asian</i>	< 2.00	1.36	Met		1.07	0.95
		<i>Black/African American</i>	< 2.00	1.82	Met		1.81	1.81
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.91	Met		0.89	0.86
		<i>2 or more races</i>	< 2.00	0.78	Met		0.79	0.86
		<i>Hispanic/Latino</i>	< 2.00	0.76	Met		0.84	0.84



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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
<div> <div></div> Compliance Indicator </div>									
10	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.
		Asian	*	1.72	*	*	*	*	
		Black/African American	3.43	2.74	*	0.75	1.60	2.17	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.95	0.59	0.43	1.35	1.12	1.10	
		2 or more races	*	1.12	*	*	1.15	*	
		Hispanic/Latino	*	0.96	*	0.91	0.38	*	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.43%	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%	97.93%
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 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	4	2
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	2	1
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	1	1
	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

¹Local results are based on current data unless otherwise indicated.
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Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the St. Mary's County Public Schools has achieved the determination status of **"Needs Assistance, Year 1."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Scott Szczerbiak
Ms. Cynthia K. Kilcoyne
Branch Chiefs



St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	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.	73.03%	69.61%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	3.83%	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.	2.43%	3.57%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.57%	98.40%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.95%	98.50%

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	14.88%	14.08%
			Reading	≥25.45%	NA	NA		10.71%	7.04%
		4	Mathematics	≥22.49%	NA	NA		12.26%	12.35%
			Reading	≥27.95%	NA	NA		7.74%	8.64%
		5	Mathematics	≥25.19%	NA	NA		8.43%	10.56%
			Reading	≥30.45%	NA	NA		8.38%	8.13%
		6	Mathematics	≥26.89%	NA	NA		8.92%	5.43%
			Reading	≥32.95%	NA	NA		9.49%	9.23%
		7	Mathematics	≥28.59%	NA	NA		8.28%	9.87%
			Reading	≥35.45%	NA	NA		11.03%	11.76%
		8	Mathematics	≥30.29%	NA	NA		10.71%	10.40%
			Reading	≥37.95%	NA	NA		7.75%	6.50%
		HS	Mathematics	≥56.11%	NA	NA		14.94%	8.00%
			Reading	≥50.55%	NA	NA		11.76%	4.05%

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	2.97	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.	*	2.17
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	1.70	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

	COMAR 13A.08.03.03						
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%	76.64%	Met	Target met. No further action required.	74.75%	74.33%
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%	9.71%	Met	Target met. No further action required..	11.40%	11.82%
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%	1.92%	Met	Target met. No further action required.	1.69%	2.08%
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%	77.11%	Met	Target met. No further action required.	71.20%	79.41%
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%	0.49%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.78%	61.67%	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.	71.67%	77.05%
		2. Exits within age expectations \geq 53.00%	37.88%	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.	34.38%	28.57%



St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	63.93%	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.	64.52%	70.77%
		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.	32.81%	30.00%
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%	68.85%	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.	74.19%	87.69%
		2. Exits within age expectations	≥59.48%	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.	40.63%	32.86%
8	Parent Survey	Age 3-5	≥85.00%	86%	Met	Target met. No further action required.	82.00%	76.00%
		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.	74.00%	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: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	15.60%	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.	22.92%	16.50%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	59.63%	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.	58.33%	62.14%
		C. Higher ED or training program or	≥74.00%	65.14%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root	58.33%	72.82%

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

		employed w/in 1 year of leaving HS				causes and evidence-based practices to improve student results.		
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St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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>						
	<ul style="list-style-type: none"> 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		< 2.00	*	Met		*	*

St. Mary's County
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SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	*	1.06
		Asian	< 2.00	0.45	Met		0.38	0.41
		Black/African American	< 2.00	1.42	Met		1.55	1.48
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.84	Met		0.81	0.82
		2 or more races	< 2.00	1.11	Met		1.11	1.14
		Hispanic/Latino	< 2.00	0.86	Met		0.78	0.82
	• 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								

St. Mary's County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	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	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.
		Asian	*	*	*	*	*	1.02	
		Black/African American	2.05	1.51	1.86	1.09	1.46	1.08	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.60	0.79	0.66	1.19	0.93	0.87	
		2 or more races	1.19	1.01	1.91	1.15	1.04	1.00	
		Hispanic/Latino	0.78	1.12	--	0.39	0.57	1.34	

St. Mary's County
Annual Data on SPP/APR Part B Indicators
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St. Mary's County
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	98.00%

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	3	2
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	2
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	1
	Number of due process hearings filed	NA	1	NA	No further action required.	3	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

¹Local results are based on current data unless otherwise indicated.
St. Mary's County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

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

Dear Dr. Smith:

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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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Mr. Scott Szczerbiak
Ms. Cynthia K. Kilcoyne
Branch Chiefs

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
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Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	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.	68.42%	63.89%
	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 2018-2019)		≤ 2.55%	4.83%	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.	4.51%	5.48%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	98.27%	99.20%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.27%	99.60%

Somerset County
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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
<div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			State Target	Local Results¹	Target Met	FFY 2018		FFY 2017	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	8.57%	8.51%
			Reading	≥25.45%	NA	NA		8.57%	17.39%
		4	Mathematics	≥22.49%	NA	NA		10.20%	8.57%
			Reading	≥27.95%	NA	NA		12.24%	8.33%
		5	Mathematics	≥25.19%	NA	NA		5.71%	7.69%
			Reading	≥30.45%	NA	NA		2.86%	15.38%
		6	Mathematics	≥26.89%	NA	NA		2.78%	13.04%
			Reading	≥32.95%	NA	NA		8.33%	36.09%
		7	Mathematics	≥28.59%	NA	NA		15.79%	20.00%
			Reading	≥35.45%	NA	NA		21.05%	17.78%
		8	Mathematics	≥30.29%	NA	NA		13.51%	17.65%
			Reading	≥37.95%	NA	NA		8.11%	19.23%
	HS	Mathematics	≥56.11%	NA	NA	6.67%		0.00%	
		Reading	≥50.55%	NA	NA	13.33%		0.00%	
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

Somerset County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	*	Met		2.92	*
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	0.27	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						

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	COMAR 13A.08.03.03						
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%	70.79%	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.	72.04%	72.37%
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%	15.59%	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.	16.12%	20.53%
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%	0.50%	Met	Target met. No further action required.	1.26%	0.26%
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%	65.79%	Met	Target met. No further action required.	60.47%	41.94%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 17.90%	7.89%	Met	Target met. No further action required.	13.95%	9.68%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 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.	85.71%	66.67%
	COMAR 13A.13.01.09	2. Exits within age expectations \geq 53.00%	30.00%	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.	44.44%	36.36%



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FFY 2019 (SFY 2020) Part B Indicators

SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	87.50%	77.78%
	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.	55.56%	54.55%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	85.71%	85.71%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	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.	55.56%	72.73%
8	Parent Survey	Age 3-5	≥85.00%	93%	Met	Target met. No further action required.	*	*
	* Less than 10 survey responses	Age 6-21	≥72.00%	91%	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	≥28.00%	Small cell size	NA	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	≥60.00%	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.	68.75%	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	≥74.00%	63.64%	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.	68.75%	Small cell size

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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 suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	1.41	Met		2.57	10.79
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.28	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.18	Met		1.03	1.03
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.10	Met		1.17	1.17
		2 or more races	< 2.00	0.96	Met		1.13	1.13
		Hispanic/Latino	< 2.00	0.36	Met		0.48	0.46
	• 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 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Emotional Disabilities and White students with 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.
		Asian	*	*	*	*	*	*	
		Black/African American	1.49	1.03	2.08	1.09	1.83	0.52	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	1.09	1.12	0.47	0.94	0.79	2.68	
		2 or more races	*	1.30	*	1.33	*	*	
		Hispanic/Latino	*	0.44	*	0.83	*	*	
COMAR 13A.08.01.21									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.06						
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	100%
	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met. No further action required..	100%	100%

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	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						
Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	0	1
	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

¹Local results are based on current data unless otherwise indicated.
Somerset County Annual Data FFY 2019
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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Karen B. Salmon, Ph.D.
State Superintendent of Schools

April 21, 2021

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Talbot County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Kristin Mentges
Branch Chiefs

Talbot County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	81.82%	Met	Target met. No further action required.	81.82%	69.57%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	0.83%	Met	Target met. No further action required.	0.87%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.94%	98.80%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.77%	98.80%



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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	25.00%	11.11%		
			Reading	≥25.45%	NA	NA		22.22%	14.81%		
		4	Mathematics	≥22.49%	NA	NA		12.50%	2.13%		
			Reading	≥27.95%	NA	NA		4.17%	8.51%		
		5	Mathematics	≥25.19%	NA	NA		2.56%	2.38%		
			Reading	≥30.45%	NA	NA		7.50%	9.52%		
		6	Mathematics	≥26.89%	NA	NA		2.27%	4.55%		
			Reading	≥32.95%	NA	NA		6.82%	9.09%		
		7	Mathematics	≥28.59%	NA	NA		9.30%	0.00%		
			Reading	≥35.45%	NA	NA		6.98%	0.00%		
		8	Mathematics	≥30.29%	NA	NA		0.00%	3.45%		
			Reading	≥37.95%	NA	NA		0.00%	10.34%		
		HS	Mathematics	≥56.11%	NA	NA		16.67%	0.00%		
			Reading	≥50.55%	NA	NA		15.79%	10.53%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									



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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	NA	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*



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	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%	76.72%	Met	Target met. No further action required.	77.07%	75.97%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	7.60%	Met	Target met. No further action required.	8.04%	8.98%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	2.61%	Met	Target met. No further action required.	1.65%	1.70%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	75.00%	Met	Target met. No further action required.	80.28%	90.24%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	1.19%	Met	Target met. No further action required.	1.41%	0.00%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	100%	Met	Target met. No further action required.	100%
		2. Exits within age expectations	\geq 53.00%	60.00%	Met	Target met. No further action required.	64.29%
	COMAR 13A.13.01.09						



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	100%	Met	Target met. No further action required.	81.82%	100%
		2. Exits within age expectations	≥51.12%	40.00%	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.	50.00%	87.50%
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%	100%	Met	Target met. No further action required.	78.57%	100%
		2. Exits within age expectations	≥59.48%	60.00%	Met	Target met. No further action required.	57.14%	87.50%
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥85.00%	91%	Met	Target met. No further action required.	*	100%
		Age 6-21	≥72.00%	74%	Met	Target met. No further action required.	82.00%	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	≥28.00%	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	≥60.00%	68.18%	Met	Target met. No further action required.	62.50%	Small cell size
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	77.27%	Met	Target met. No further action required.	62.50%	Small cell size

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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		*	*
		COMAR 13A.08.01.21						

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<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.	*	*
		<i>Asian</i>	< 2.00	1.12	Met		1.10	1.07
		<i>Black/African American</i>	< 2.00	1.59	Met		1.53	1.58
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.95	Met		0.90	0.95
		<i>2 or more races</i>	< 2.00	0.96	Met		0.87	0.52
		<i>Hispanic/Latino</i>	< 2.00	0.69	Met		0.79	0.78

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Maryland State Department of Education
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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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.
		Asian	*	*	*	*	*	*	
		Black/African American	*	1.90	1.43	1.78	1.13	0.89	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.93	1.06	1.83	0.64	1.16	1.54	
		2 or more races	*	0.82	*	1.09	1.32	*	
		Hispanic/Latino	*	0.47	*	1.12	0.67	*	
COMAR 13A.08.01.21									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.72%	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 2018 was corrected within one year of the written finding.	94.35%	94.83%
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	100%	100%	Met	Target met. No further action required.	100%	100%

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	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	1
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	0	0
	Number of due process hearings filed	NA	1	NA	No further action required.	1	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	2
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

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Division of Early Intervention and Special Education Services



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

April 21, 2021

Dr. Boyd J. Michael III
Superintendent
Washington Co. 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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Washington County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Jeff Gladhill
Branch Chiefs

Washington County
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	71.79%	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.	73.48%	74.50%
	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 2018-2019)		≤ 2.55%	1.98%	Met	Target met. No further action required.	3.74%	3.95%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	98.52%	97.40%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	99.04%	97.20%

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2019			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	12.58%	9.62%
			Reading	≥25.45%	NA	NA		11.95%	7.69%
		4	Mathematics	≥22.49%	NA	NA		10.00%	10.67%
			Reading	≥27.95%	NA	NA		9.38%	8.00%
		5	Mathematics	≥25.19%	NA	NA		8.28%	9.38%
			Reading	≥30.45%	NA	NA		5.92%	7.50%
		6	Mathematics	≥26.89%	NA	NA		10.37%	12.57%
			Reading	≥32.95%	NA	NA		12.57%	13.14%
		7	Mathematics	≥28.59%	NA	NA		16.57%	12.26%
			Reading	≥35.45%	NA	NA		19.34%	14.29%
		8	Mathematics	≥30.29%	NA	NA		18.00%	19.53%
			Reading	≥37.95%	NA	NA		13.91%	14.88%
		HS	Mathematics	≥56.11%	NA	NA		9.77%	5.41%
			Reading	≥50.55%	NA	NA		20.31%	12.16%
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									



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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	Met		*	*
COMAR 13A.08.03.03							
4A	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	1.04	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						



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	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%	78.92%	Met	Target met. No further action required.	78.73%	77.91%
	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)		\leq 10.76%	9.85%	Met	Target met. No further action required.	10.37%	11.32%
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		\leq 5.44%	4.97%	Met	Target met. No further action required.	5.23%	5.16%
	COMAR 13A.05.01.10							
	COMAR 13A.05.01.16							
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day		\geq 65.10%	71.28%	Met	Target met. No further action required.	65.87%	71.59%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		\leq 17.90%	4.79%	Met	Target met. No further action required.	8.47%	7.25%
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	\geq 68.78%	50.56%	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.	50.00%	69.33%
	COMAR 13A.13.01.09	2. Exits within age expectations	\geq 53.00%	40.83%	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.	46.39%	59.81%



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	63.46%	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.	64.37%	76.29%
		2. Exits within age expectations	≥51.12%	40.83%	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.	45.36%	50.47%
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%	48.91%	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.	57.97%	62.34%
		2. Exits within age expectations	≥59.48%	45.83%	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.	48.45%	57.01%
8	Parent Survey	Age 3-5	≥85.00%	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.	78.99%	76.00%
		Age 6-21	≥72.00%	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.	68.00%	61.00%
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	≥28.00%	11.18%	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.	19.17%	16.37%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	52.94%	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.	61.66%	61.40%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	55.29%	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.	61.66%	71.35%


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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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		*	*
		<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		*	*
COMAR 13A.08.01.21								

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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> <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>	<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.	*	*
		<i>Asian</i>	< 2.00	0.43	Met		0.44	0.44
		<i>Black/African American</i>	< 2.00	1.38	0.76		1.41	1.39
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.96	Met		0.96	1.01
		<i>2 or more races</i>	< 2.00	1.02	Met		0.96	0.90
		<i>Hispanic/Latino</i>	< 2.00	0.76	Met		0.77	0.71



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FFY 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race.</div> <div><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.
		Asian	*	*	*	0.43	*	0.90	
		Black/African American	1.45	1.82	1.30	1.10	1.10	1.39	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.90	0.77	1.13	1.06	1.20	1.00	
		2 or more races	0.74	0.88	1.20	1.14	0.92	0.99	
		Hispanic/Latino	1.03	1.01	0.44	0.75	0.67	0.62	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.52%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.82%	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  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	2
	Number of State complaints identified with violation(s)	NA	1	NA	No further action required.	0	1
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 finding's correction is not due yet.	0	1
	Number of due process hearings filed	NA	3	NA	No further action required.	1	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

Dr. Donna C. Hanlin
Superintendent
Wicomico County 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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Wicomico County Public Schools has achieved the determination status of **"Needs Assistance, 1 Year."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/cw

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Bonnie Walston
Branch Chiefs



Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	52.88%	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.	52.22%	57.78%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	3.77%	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.	3.64%	4.79%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.88%	98.20%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.88%	98.80%

Wicomico County
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FFY 2019 (SFY 2020) Part B Indicators											
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results			
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	13.14%	18.33%		
			Reading	≥25.45%	NA	NA		7.30%	10.00%		
		4	Mathematics	≥22.49%	NA	NA		13.81%	16.67%		
			Reading	≥27.95%	NA	NA		9.39%	11.67%		
		5	Mathematics	≥25.19%	NA	NA		10.78%	8.45%		
			Reading	≥30.45%	NA	NA		10.18%	3.47%		
		6	Mathematics	≥26.89%	NA	NA		6.00%	8.15%		
			Reading	≥32.95%	NA	NA		6.04%	8.09%		
		7	Mathematics	≥28.59%	NA	NA		4.86%	7.50%		
			Reading	≥35.45%	NA	NA		4.86%	7.50%		
		8	Mathematics	≥30.29%	NA	NA		7.26%	9.73%		
			Reading	≥37.95%	NA	NA		5.65%	9.73%		
		HS	Mathematics	≥56.11%	NA	NA		6.35%	8.93%		
			Reading	≥50.55%	NA	NA		3.23%	7.02%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									



Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	0.62	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	0.76	*
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	1.67	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*

Wicomico County
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Notice of Performance for the Period July 1, 2019 – June 30, 2020

	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%	80.30%	Met	Target met. No further action required.	79.37%	78.52%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	10.04%	Met	Target met. No further action required.	10.54%	11.49%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	0.32%	Met	Target met. No further action required.	0.25%	0.19%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	98.64%	Met	Target met. No further action required.	86.71%	83.55%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 68.78%	88.46%	Met	Target met. No further action required.	72.73%	68.18%
		2. Exits within age expectations \geq 53.00%	45.16%	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.	45.95%	40.74%
	COMAR 13A.13.01.09						



Wicomico County
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	77.27%	Met	Target met. No further action required.	72.41%	77.27%
		2. Exits within age expectations	≥51.12%	45.16%	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.	43.24%	37.04%
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%	72.73%	Met	Target met. No further action required.	88.46%	65.00%
		2. Exits within age expectations	≥59.48%	54.84%	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.	59.46%	51.85%
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.	*	*
		Age 6-21	≥72.00%	75%	Met	Target met. No further action required.	77.00%	70.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥28.00%	Small cell size	NA	No further action required.	13.00%	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	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.	59.00%	Small cell size
		C. Higher ED or training program or employed w/in 1 year	≥74.00%	56.12%	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	59.00%	Small cell size

Wicomico County
Annual Data on SPP/APR Part B Indicators
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		of leaving HS				practices to improve student results.		
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Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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 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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	6.05	Not Met		2.72	4.86
		<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					
	COMAR 13A.08.01.21			*	Met		*	*

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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	0.73	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.64	0.62
		Asian	< 2.00	0.30	Met		0.24	0.28
		Black/African American	< 2.00	1.38	Met		1.41	1.38
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.90	Met		0.88	0.90
		2 or more races	< 2.00	0.98	Met		0.97	0.95
		Hispanic/Latino	< 2.00	0.70	Met		0.76	0.75
	• 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								



Wicomico County
Annual Data on SPP/APR Part B Indicators
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FFY 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
<div><div></div></div> Compliance Indicator									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category<ul style="list-style-type: none">Cell size ≥ 5N-size is ≥ 20Cell 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	*	*	*	*	*	1.63	
		Black/African American	1.41	1.8	1.66	0.97	1.52	0.86	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.73	0.75	0.72	1.19	0.89	1.13	
		2 or more races	0.88	0.72	*	1.23	0.99	1.41	
		Hispanic/Latino	1.09	0.71	*	0.67	0.56	0.68	

¹Local results are based on current data unless otherwise indicated.
 Wicomico County Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services



Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Wicomico County
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Notice of Performance for the Period July 1, 2019 – June 30, 2020

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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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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Maryland State Department of Education
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Wicomico County
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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. SFY 2018 Final Progress Reports, SFY 2019 Final Reports, SFY 2020 Interim Reports (all due during FFY 2019) were not received in a timely manner. Some reports are still outstanding. These reports must be submitted without further delay.	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	2
	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	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



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

April 21, 2021

Mr. Louis Taylor
Superintendent
Worcester Co. 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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Worcester County Board of Education has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
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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 Worcester County Board of Education has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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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 Board of Education 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Rae Ann Record
Branch Chiefs

Worcester County
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1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019)		≥ 72.62%	78.18%	Met	Target met. No further action required.	79.17%	72.86%
	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 2018-2019)		≤ 2.55%	0.77%	Met	Target met. No further action required.	0.71%	≤ 3.00%
	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.	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	Assessments were waived by the USDE for the 2019-2020 school year.	98.62%	99.50%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	98.90%	99.20%

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SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
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3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	29.41%	36.69%
			Reading	≥25.45%	NA	NA		13.73%	15.38%
		4	Mathematics	≥22.49%	NA	NA		13.11%	22.92%
			Reading	≥27.95%	NA	NA		13.11%	16.67%
		5	Mathematics	≥25.19%	NA	NA		13.73%	11.11%
			Reading	≥30.45%	NA	NA		7.84%	8.89%
		6	Mathematics	≥26.89%	NA	NA		2.08%	26.53%
			Reading	≥32.95%	NA	NA		10.42%	22.45%
		7	Mathematics	≥28.59%	NA	NA		18.60%	9.26%
			Reading	≥35.45%	NA	NA		18.60%	7.55%
		8	Mathematics	≥30.29%	NA	NA		9.80%	12.90%
			Reading	≥37.95%	NA	NA		7.84%	12.90%
		HS	Mathematics	≥56.11%	NA	NA		17.66%	7.02%
			Reading	≥50.55%	NA	NA		14.49%	15.79%
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									



Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	*	Met		*	*
	Single suspensions (> 10 days): Disabled vs. nondisabled	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 						

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	COMAR 13A.08.03.03						
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%	84.52%	Met	Target met. No further action required.	83.09%	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%	3.56%	Met	Target met. No further action required.	4.19%	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%	4.95%	Met	Target met. No further action required.	5.06%	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%	84.50%	Met	Target met. No further action required.	70.83%	44.24%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 17.90%	1.55%	Met	Target met. No further action required.	3.13%	14.03%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	\geq 68.78%	89.47%	Met	Target met. No further action required.	86.67%
		2. Exits within age expectations	\geq 53.00%	54.17%	Met	Target met. No further action required.	78.95%

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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	83.33%	Met	Target met. No further action required.	84.62%	76.19%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	54.17%	Met	Target met. No further action required.	63.16%	62.50%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	90.48%	Met	Target met. No further action required.	87.50%	87.50%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	62.50%	Met	Target met. No further action required.	73.68%	83.33%
8	Parent Survey	Age 3-5	≥85.00%	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.	79.00%	89.00%
		Age 6-21	≥72.00%	84%	Met	Target met. No further action required.	88.00%	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	≥28.00%	Small cell size	NA	No further action required.	42.19%	26.23%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	72.41%	Met	Target met. No further action required.	87.50%	85.25%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	84.48%	Met	Target met. No further action required.	87.50%	100%

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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 SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
		COMAR 13A.08.01.21						

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	*	*
		Asian	< 2.00	0.81	Met		0.80	0.59
		Black/African American	< 2.00	1.49	Met		1.42	1.41
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.78	Met		0.81	0.81
		2 or more races	< 2.00	1.03	Met		0.93	1.02
		Hispanic/Latino	< 2.00	0.88	Met		0.91	0.92
	• 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 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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.
		Asian	*	*	*	*	*	*	
		Black/African American	3.32	1.91	1.76	0.73	1.93	0.72	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.30	0.68	0.65	1.31	0.68	1.04	
		2 or more races	*	1.16	*	*	0.75	1.51	
		Hispanic/Latino	*	0.79	*	1.30	0.67	0.92	



¹Local results are based on current data unless otherwise indicated.
 Worcester County Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

Worcester County
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 2018 was corrected within one year of the written finding.	98.58%	99.47%
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%

¹Local results are based on current data unless otherwise indicated.
Worcester County Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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.	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.	0	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.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	1
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

Ms. Lindsay Goodrich
Special Education Coordinator
Juvenile Services Education System
200 West Baltimore Street
Baltimore, MD 21201

Dear Ms. Goodrich:

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Juvenile Services Education System has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Dawn Hubbard
Branch Chiefs



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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	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 2018-2019) 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	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.		

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Not applicable.	NA	NA
			Reading	≥25.45%	NA	NA		NA	NA
		4	Mathematics	≥22.49%	NA	NA		NA	NA
			Reading	≥27.95%	NA	NA		NA	NA
		5	Mathematics	≥25.19%	NA	NA		NA	NA
			Reading	≥30.45%	NA	NA		NA	NA
		6	Mathematics	≥26.89%	NA	NA		NA	NA
			Reading	≥32.95%	NA	NA		NA	NA
		7	Mathematics	≥28.59%	NA	NA		NA	NA
			Reading	≥35.45%	NA	NA		NA	NA
		8	Mathematics	≥30.29%	NA	NA		NA	NA
			Reading	≥37.95%	NA	NA		NA	NA
	HS	Mathematics	≥56.11%	NA	NA	NA		NA	
		Reading	≥50.55%	NA	NA	NA		NA	
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									



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SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	NA	NA	Not applicable.	NA	NA
	COMAR 13A.05.01.10						

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5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 10.76\%$	NA	NA	Not applicable.	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	$\leq 5.44\%$	NA	NA	Not applicable.	NA	NA
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.	NA	NA
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	$\leq 17.90\%$	NA	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth $\geq 68.78\%$	NA	NA	Not applicable.	NA	NA
		2. Exits within age expectations $\geq 53.00\%$	NA	NA	Not applicable.	NA	NA

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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	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.	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	≥28.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	NA	NA	No further action required.	NA	NA

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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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	<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
	Cell size ≥ 5 N-size is ≥ 20	<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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SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<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
		<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
		<i>White</i>	< 2.00	NA	NA		NA	NA
		<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
		<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
	Compliance Indicator								
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
	* Cell size < 5 or N size is < 20	Hispanic/Latino	NA	NA	NA	NA	NA	NA	
COMAR 13A.08.01.21									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.	NA	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%	99.26%

¹Local results are based on current data unless otherwise indicated.
JSES Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention/Special Education Services

Juvenile Services Education System
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	8
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	6
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	1	5
	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	NA
	Fiscal Accountability: Number of findings identified	NA	0	Met	No further action required.	0	0
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

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

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Baltimore City Public Schools has achieved the determination status of **"Needs Intervention, Year 1."**

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

Dr. Sonja B. Santelises
April 21, 2021
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) and a trend of not Meeting Requirements, the Baltimore City Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 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/cw



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Debra Y. Brooks
Mr. Macon Tucker
Branch Chiefs

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020



FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	47.58%	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.	52.17%	51.26%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	7.11%	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.	7.88%	8.77%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.85%	97.10%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.74%	97.70%

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Assessments were waived by the USDE for the 2019-2020 school year.	7.46%	7.00%
			Reading	≥25.45%	NA	NA		5.77%	4.89%
		4	Mathematics	≥22.49%	NA	NA		4.91%	7.10%
			Reading	≥27.95%	NA	NA		4.51%	4.75%
		5	Mathematics	≥25.19%	NA	NA		6.85%	6.52%
			Reading	≥30.45%	NA	NA		4.74%	4.77%
		6	Mathematics	≥26.89%	NA	NA		5.22%	5.53%
			Reading	≥32.95%	NA	NA		4.26%	5.73%
		7	Mathematics	≥28.59%	NA	NA		6.20%	4.71%
			Reading	≥35.45%	NA	NA		7.42%	6.49%
		8	Mathematics	≥30.29%	NA	NA		5.93%	6.61%
			Reading	≥37.95%	NA	NA		5.18%	5.74%
		HS	Mathematics	≥56.11%	NA	NA		5.10%	4.90%
			Reading	≥50.55%	NA	NA		5.74%	6.12%

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Baltimore City Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	1.33	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	4.55	5.50
	Single suspensions (> 10 days): Disabled vs. nondisabled <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	4.33	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.	2.56	2.17



Baltimore City
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	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.90\%$	57.56%	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.	57.15%	58.00%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 10.76\%$	22.55%	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.	23.41%	23.12%
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	$\leq 5.44\%$	6.15%	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.	6.66%	6.79%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	$\geq 65.10\%$	77.91%	Met	Target met. No further action required.	75.80%	79.05%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	$\leq 17.90\%$	12.22%	Met	Target met. No further action required.	11.68%	11.66%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	$\geq 68.78\%$	74.89%	Met	Target met. No further action required.	72.16%
		2. Exits within age expectations	$\geq 53.00\%$	51.49%	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.	57.14%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	$\geq 72.37\%$	73.62%	Met	Target met. No further action required.	73.08%
		2. Exits within age expectations	$\geq 51.12\%$	48.84%	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.	50.75%



Baltimore City
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	73.59%	Met	Target met. No further action required.	71.13%	69.23%
		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.	58.27%	53.33%
8	Parent Survey	Age 3-5	≥85.00%	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.	85.00%	68.00%
		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.	68.00%	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	≥28.00%	16.16%	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.	14.60%	13.03%
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	54.72%	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.	55.60%	54.17%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	57.67%	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.	57.70%	59.83%

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020


FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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 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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	3.09	Not Met		2.40	2.85
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

Baltimore City
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	0.66	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.52	0.62
		<i>Asian</i>	< 2.00	0.25	Met		0.28	0.33
		<i>Black/African American</i>	< 2.00	1.67	Met		1.55	1.49
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.86	Met		0.68	0.59
		<i>White</i>	< 2.00	1.01	Met		1.00	1.00
		<i>2 or more races</i>	< 2.00	0.60	Met		0.61	0.57
		<i>Hispanic/Latino</i>	< 2.00	0.46	Met		0.51	0.53

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Baltimore City
Annual Data on SPP/APR Part B Indicators
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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Action Required
	Compliance Indicator								
10	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	*	1.15	*	*	0.78	*	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.
		Asian	*	*	*	*	*	1.12	
		Black/African American	2.19	1.60	2.44	0.96	2.46	1.22	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.63	0.96	0.95	1.46	0.87	1.41	
		2 or more races	0.52	0.46	0.68	1.10	0.46	0.80	
		Hispanic/Latino	0.44	0.54	0.20	0.85	0.24	0.51	



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Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	96.67%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	96.60%	96.76%
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. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	97.37%	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%	93.00%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	93.22%	86.20%

Baltimore City
Annual Data on SPP/APR Part B Indicators
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Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	1 fiscal finding identified in FFY 2018 was not corrected timely.	<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	14	NA	5 complaints withdrawn or resolved. No further action required.	14	23
	Number of State complaints identified with violation(s)	NA	8	NA	8 complaints required corrective action.	7	12
	Number of State findings from State complaints corrected in a timely manner	NA	7	NA	7 findings were corrected in a timely manner and 1 finding's correction is not due yet.	6	4
	Number of due process hearings filed	NA	17	NA	No further action required.	20	33
	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	Not Met	1 of 4 fiscal findings identified in FFY 2018 was not corrected timely.	4	1
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.		NA

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Baltimore City Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

April 21, 2021

Ms. Kristi Fausel
Special Education Coordinator
SEED School of Maryland
200 Font Hill Avenue
Baltimore, MD 21223

Dear Mr Fausel:

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the SEED School of Maryland has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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. LSSs/PAs 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/mj



Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Hope O' Neil
Branch Chiefs

SEED School
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	100%	Met	Target met. No further action required.	NA	NA
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2018-2019) COMAR 13A.08.01.07	≤ 2.55%	0.00%	Met	Target met. No further action required.	NA	NA
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education.	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%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	93.35%	100%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Assessments were waived by the USDE for the 2019-2020 school year.	97.55%	100%

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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators				FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
			Reading	≥25.45%	NA	NA		NA	NA
		4	Mathematics	≥22.49%	NA	NA		NA	NA
			Reading	≥27.95%	NA	NA		NA	NA
		5	Mathematics	≥25.19%	NA	NA		NA	NA
			Reading	≥30.45%	NA	NA		NA	NA
		6	Mathematics	≥26.89%	NA	NA		NA	NA
			Reading	≥32.95%	NA	NA		NA	NA
		7	Mathematics	≥28.59%	NA	NA		NA	NA
			Reading	≥35.45%	NA	NA		NA	NA
		8	Mathematics	≥30.29%	NA	NA		NA	NA
			Reading	≥37.95%	NA	NA		NA	NA
		HS	Mathematics	≥56.11%	NA	NA		NA	NA
			Reading	≥50.55%	NA	NA		NA	NA
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	<p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.03.03</p>	≤ 2.00	0.39	Met	<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p>	*	*
	<p>Single suspensions (> 10 days): Disabled vs. nondisabled</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	3.08	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>	*	*

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	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%	100%	Met	Target met. No further action required.	98.33%	92.06%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 10.76%	0.00%	Met	Target met. No further action required.	0.00%	1.59%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.44%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 65.10%	N/A	NA	Not applicable.	N/A	NA
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 17.90%	N/A	NA	Not applicable.	N/A	NA
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	N/A	N/A	NA	Not applicable.	N/A
		2. Exits within age expectations	N/A	N/A	NA	Not applicable.	N/A
	COMAR 13A.13.01.09						

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	NA	NA	Not applicable	NA	NA
	COMAR 13A.13.01.09	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.	1. Exits with substantial growth	≥71.65%	NA	NA	Not applicable	NA	NA
	COMAR 13A.13.01.09	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%	82.00%	Met	Target met. No further action required.	75.00%	No data
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	≥28.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	NA	NA	No further action required.	NA	NA



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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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 SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
		COMAR 13A.08.01.21						

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<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.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	1.28	Met		1.39	*
		<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 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div>									
10	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 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	*	*	*	*	*	*	
		Black/African American	*	1.91	3.15	*	2.53	*	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	*	*	*	*	*	*	
		2 or more races	*	*	*	*	*	*	
		Hispanic/Latino	*	*	*	*	*	*	

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	0	0
	Number of due process hearings filed	NA	0	NA	No further action required.	0	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	Met	3 of 3 fiscal findings identified in FFY 2018 were corrected timely. No further action required.	3	0
	National Assessment of Educational Progress.(NAEP)	NA	0	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA

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

April 21, 2021

Mr. W. Robert Hair
Superintendent
Maryland School for the Blind
3501 Taylor Avenue
Baltimore, MD 21236

Dear Mr. Hair:

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Maryland School for the Blind has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 Maryland School for the Blind has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 Maryland School for the Blind 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Dr. Joshua Irzyk
Branch Chiefs

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2018-2019) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 72.62%	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 2018-2019) 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	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%	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	Student level data are reported in the LSS of residency.		

<p align="center"> Maryland School for the Blind Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2019 – June 30, 2020 </p>									
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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2019			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Not applicable.	NA	NA
			Reading	≥25.45%	NA	NA		NA	NA
		4	Mathematics	≥22.49%	NA	NA		NA	NA
			Reading	≥27.95%	NA	NA		NA	NA
		5	Mathematics	≥25.19%	NA	NA		NA	NA
			Reading	≥30.45%	NA	NA		NA	NA
		6	Mathematics	≥26.89%	NA	NA		NA	NA
			Reading	≥32.95%	NA	NA		NA	NA
		7	Mathematics	≥28.59%	NA	NA		NA	NA
			Reading	≥35.45%	NA	NA		NA	NA
		8	Mathematics	≥30.29%	NA	NA		NA	NA
			Reading	≥37.95%	NA	NA		NA	NA
	HS	Mathematics	≥56.11%	NA	NA	NA		NA	
		Reading	≥50.55%	NA	NA	NA		NA	
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	0.00%	Not Met	State target not met.	NA	NA

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	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 10.76%	0.00%	Met	Target met. No further action required.	0.00%	NA
	COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤ 5.44%	100%	Not Met	Target not met.	100%	NA
	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%	87.50%	Met	Target met. No further action required.	92.86%	NA
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		≤ 17.90%	12.50%	Met	Target met. No further action required.	0.00%	NA
	COMAR 13A.05.01.10							
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	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.	62.50%	NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	0.00%	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.	11.11%	NA

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	44.44%	NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	0.00%	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.	11.11%	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	40.00%	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.	37.50%	NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	0.00%	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.	11.11%	NA
8	Parent Survey	Age 3-5	≥85.00%	100%	Met	Target met. No further action required.	*	NA
	* Less than 10 survey responses	Age 6-21	≥72.00%	89%	Met	Target met. No further action required.	79%	NA
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	≥28.00%	NA	NA	No further action required.	NA	NA
	COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	NA	NA	No further action required.	NA	NA
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	NA	NA	No further action required.	NA	NA

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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> <ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 <p>COMAR 13A.08.01.21</p>	<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
		<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
		<i>White</i>	< 2.00	NA	NA		NA	NA
		<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
		<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results¹	Target Met		FFY 2018	FFY 2017
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.	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
		• 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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Annual Data on SPP/APR Part B Indicators
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FFY 2019: (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	Autism	Required Action
	Compliance Indicator								
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <ul style="list-style-type: none">Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20* Cell size < 5 or N size is < 20	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
		Hispanic/Latino	NA	NA	NA	NA	NA	NA	
COMAR 13A.08.01.21									

¹Local results are based on current data unless otherwise indicated.
MSB Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention/Special Education Services



Maryland School for the Blind
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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	NA
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%	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%	92.93%	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 2018 was	94.87%	NA

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

					corrected within one year of the written finding.		
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Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

Other Data Considerations							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No complaints required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA



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

April 21, 2021

Mr. Kevin Strachan
Acting Superintendent
Maryland School for the Deaf
P.O. Box 894
8169 Old Montgomery Road
Columbia, MD 21044

Dear Mr. Strachan:

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 (LSS) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2019 Part B determinations, the Maryland School for the Deaf has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2019 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2019 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2019 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2019 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 LSSs).

The DEI/SES continues to recognize and value the commitment and delivery of high-quality services implemented by each LSS. For the FFY 2019 local determinations, data were collected from July 1, 2019 to June 30, 2020. While the majority of data used in FFY 2019 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 2019, disproportionality indicators (4A, 4B, 9, and 10) were again included in the determination criteria. These indicators have not been used since FFY 2017, prior to the change in the State's methodology for those indicators.

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 Maryland School for the Deaf has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs 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 Maryland School for the Deaf 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/mj

Attachments

c: Dr. Karen B. Salmon
Dr. Carol A. Williamson
Ms. Dawniela Patterson
Ms. Jennifer Yost
Ms. Tara Holloway
Branch Chiefs

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2019 – June 30, 2020

FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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	≥ 72.62%	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	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%	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	Student level data are reported in the LSS of residency.		

<p align="center"> Maryland School for the Deaf Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2019 – June 30, 2020 </p>									
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Maryland School for the Deaf
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FFY 2019 (SFY 2020) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2019			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥22.84%	NA	NA	Not applicable.	NA	NA
			Reading	≥25.45%	NA	NA		NA	NA
		4	Mathematics	≥22.49%	NA	NA		NA	NA
			Reading	≥27.95%	NA	NA		NA	NA
		5	Mathematics	≥25.19%	NA	NA		NA	NA
			Reading	≥30.45%	NA	NA		NA	NA
		6	Mathematics	≥26.89%	NA	NA		NA	NA
			Reading	≥32.95%	NA	NA		NA	NA
		7	Mathematics	≥28.59%	NA	NA		NA	NA
			Reading	≥35.45%	NA	NA		NA	NA
		8	Mathematics	≥30.29%	NA	NA		NA	NA
			Reading	≥37.95%	NA	NA		NA	NA
	HS	Mathematics	≥56.11%	NA	NA	NA		NA	
		Reading	≥50.55%	NA	NA	NA		NA	
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Not applicable.		
	<ul style="list-style-type: none"> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	NA	NA		NA	NA
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.90\%$	0.00%	Not Met	State target not met.	0.00%	NA



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	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)		≤ 10.76%	0.00%	Met	Target met. No further action required.	0.00% NA
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities		≤ 5.44%	100%	Not Met	State target not met.	100% NA
	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%	0.00%	Not Met	State target not met.	0.00% NA
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class		≤ 17.90%	100%	Not Met	State target not met.	100% NA
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	63.64%	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.	45.45% NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	60.87%	Met	Target met. No further action required.	58.33% NA

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	63.64%	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.	18.18%	NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	52.17%	Met	Target met. No further action required.	54.17%	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	66.67%	NA
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	69.57%	Met	Target met. No further action required.	79.17%	NA
8	Parent Survey	Age 3-5	≥85.00%	92%	Met	Target met. No further action required.	86%	NA
	* Less than 10 survey responses	Age 6-21	≥72.00%	80%	Met	Target met. No further action required.	73%	NA
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	≥28.00%	NA	NA	No further action required.	NA	NA
	COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥60.00%	NA	NA	No further action required.	NA	NA
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥74.00%	NA	NA	No further action required.	NA	NA


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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators			FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity • 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	NA	NA	No further action required.	NA	NA
		<i>Asian</i>	< 2.00	NA	NA		NA	NA
		<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
		<i>White</i>	< 2.00	NA	NA		NA	NA
		<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
		<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

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FFY 2019 (SFY 2020) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator <div></div> Compliance Indicator</div>			FFY 2019			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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.	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
	• 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	Hispanic/Latino	< 2.00	NA	NA		NA	NA

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FFY 2019 ¹ (SFY 2020) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other	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	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	



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 MSD Annual Data FFY 2019
 Maryland State Department of Education
 Division of Early Intervention/Special Education Services

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FFY 2019 (SFY 2020) Part B Indicators							
SPP/APR Indicators		FFY 2019			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
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%	NA
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 Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	93.33%	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%	96.25%	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%	NA

¹Local results are based on current data unless otherwise indicated.
MSD Annual Data FFY 2019
Maryland State Department of Education
Division of Early Intervention/Special Education Services

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Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2019			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2018	FFY 2017
	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	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	1	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	1	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2019-2020 Local Determination Status.	NA	NA