

May 23, 2022

Jeffery Blank 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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Allegany County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Mr. Blank May 23, 2022 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 Allegany County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM:mj

Attachments

c: Debra Methany Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	· · · ·	021) Part E	Indicators		
	SPP/APR In	dicator	: S	State	FFY 2020 Local	Terret			s Results
Resi	ılts Indicator 📃 🛛	Complia	ance Indicator	State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.0 COMAR 13A.05.01.0	Data (la		≥ 73.35%	83.33%	Met	Target met. No further action required.	72.73%	72.41%
2	Students with IEPs dro leaver rate based on la COMAR 13A.08.01.0	ig data fo		≤ 2.55%	1.98%	Met	Target met. No further action required.	3.25%	0.93%
	State Assessment: Participation rates of		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	IEP students in all	4	Reading	≥ 94.81%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR 13A.05.11.05	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.03.11.03		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	5.05%	Not Met	Maryland received a waiver from the US	NA	29.84%
	children with IEPs against grade level	4	Reading	≥ 6.19%	6.06%	Not Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NANANANANANANANANANANANANA29.84%NA22.58%NA9.72%	
	academic achievement	0	Mathematics	≥ 1.62%	2.50%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	9.72%
3B	standards.	8	Reading	≥ 6.36%	7.50%	Met	grade-level test was given in the following school	NA	11.11%
	COMAR		Mathematics	≥ 7.04%	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	2.00%
	13A.05.11.05	HS	Reading	≥ 13.84%	1.96%	Not Met	2020 determinations. No further action required.	NA	7.69%

Division of Early Intervention and Special Education Services

				FFY 20	· · ·	021) Part B	Indicators		
	SPP/APR I	ndicator	'S		FFY 2020				
Resu			ince Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	20.00%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
	COMAR 13A.05.11.05	0	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	13A.05.11.05	HS	Mathematics	≥ 52.78%	33.33%	Not Met		NA	NA
		пз	Reading	≥ 47.55%	33.33%	Not Met		NA	NA
	<u>Gap</u> in proficiency rates for children	4	Mathematics	≤ 14.01	15.03%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	-	Reading	≤ 17.41	18.08%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	1.97%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50	standards.		Reading	≤ 24.74	15.61%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	35.17%	Not Met	2020 determinations. No further action required	NA	NA
		115	Reading	≤ 48.51	58.88%	Not Met		NA	NA

		FFY 20	20 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicators		FFY 2020			Previous	s Results
Rest	ults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	1.04
	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.02	*
5A	COMAR 13A.08.03.03 Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	84.74%	Met	Target met. No further action required.	85.60%	86.06%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	7.17%	Met	Target met. No further action required.	7.00%	6.54%
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	≤ 6.41%	4.23%	Met	Target met. No further action required.	4.28%	4.49%

¹Local results are based on current data unless otherwise indicated. Allegany County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY <u>20</u>	20 (SFY <u>20</u>	21) Part <u>B</u>	Indicators		
				FFY 2020			Previous	s Results
Res	SPP/APR Indic Ilts Indicator 📃 Con	ators ipliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: S childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	71.05%	Met	Target met. No further action required.	81.69%	85.33%
6B	COMAR 13A.05.01.10 Students aged 3-5 LRE: Home			3.51%	Met	Target met. No further action required.	4.23%	2.00%
6C				5.26%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	66.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	45.16%	66.67%
/A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	35.29%	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.	30.30%	41.03%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	59.38%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	58.06%	66.67%
/В	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	32.35%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	27.27%	30.77%

				a on SPP/		y rt B Indicators ly 1, 2020 – June 30, 2021		
				20 (SFY 20				
	SPP/APR Indica	ators		FFY 2020			Previous Result	
Res	Results Indicator 📃 Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	48.28%	62.16%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	44.12%	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.	33.33%	41.03%
		Age 3-5	≥85.00%	*	NA	No further action required.	100%	*
	_	Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	78%	71.00%
8	Note: Response Rate targets based on State mean. * Less than 10 survey	Preschool Response Rate	≥26%	35%	Met	No further action required.	NA	NA
	responses	School-Age Response Rate	≥11%	9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	15.87%	Small cell size
14	effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	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.	49.21%	54.55%
	13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	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.	50.79%	54.55%

			FFY 2 (020 (SFY 20	21) Part B	Indicators		
	CDD/ADD Indiasta			FFY 2020			Previou	s Results
Results I	SPP/APR Indicato ndicator Com	rs pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
4B (Ages 6-21)	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0 21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicato	140		FFY 2020			Previous	s Results
Results I		iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.47	Met		0.50	0.57
	inappropriate identification	Black/African American	< 2.00	0.84	Met		0.88	0.73
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	1.45	Met		1.25	1.26
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.73	Met		0.75	0.89
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.53	Met		1.05	0.70

				FFY 2	020 ¹ (SF	Y 2021) Par	t B Indicat	ors	
	SPP/APR Indicators Compliance Indicator Disproportionate		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Disproportionality for
	disability categories by race as a result of inappropriate identification	Asian	*	*	*	*	*	*	White students with Specific Learning Disabilities was identified. Disproportionality for Multi-race students with Emotional Disabilities was identified. Submit an
		1 51 1 () 0 1		0.58	4.63	0.47	*	*	Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	category Cell size ≥ 5 N-size is ≥ 20	White	0.89	2.03	0.37	1.80	1.30	1.16	
	* Cell size < 5 or N size is < 20	2 or more races	*	0.54	2.29	0.73	1.02	0.98	
	COMAR 13A.08.01.21	Hispanic/Latino	*	*	*	*	*	*	

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	SPP/APR Indicators		FFY 2020			Previou	us Results
Result: ndicator	s Indicator 🔲 Compliance	State Local Target Target Results ¹ Met		Action Required	FFY 2019	FFY 2018	
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.	99.49%	99.60%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	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%

SPP/APR Indicators Results Indicator Compliance	FFY 2020 (SFY 2021) Part B Indicators FFY 2020			A ation Descrived	Previous Result	
Results Indicator Compliance	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	0	0
Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	0
Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	0	0
Number of due process hearings filed	NA	1	NA	No further action required.	0	1
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	The 1 fiscal finding identified in FFY 2019 was corrected timely.	1	0

Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	8	NA	89% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	19	NA	100% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

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

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Sincerely,

Marcella & Trancykowski

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

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Attachments

c: Bobbie Pedrick Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

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2	Students with IEPs dro 2 leaver rate based on l COMAR 13A.08.01.07	ag data		≤ 2.55%	2.49%	Met	Target met. No further action required.	3.88%	3.45%
	State Assessment:	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school	NA	NA
3A	COMAR 13A.05.11.05	8	Reading	≥ 76.09%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
			Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	5.54%	Not Met	Maryland received a waiver from the US	NA	10.88%
	children with IEPs against grade level	4	Reading	≥ 6.19%	5.02%	Not Met	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	10.26%
	academic achievement	0	Mathematics	≥ 1.62%	1.60%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	8.68%
3B	standards.	8	Reading	≥ 6.36%	5.33%	Not Met	grade-level test was given in the following school		8.17%
	COMAR		Mathematics	≥ 7.04%	8.10%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	7.44%
	13A.05.11.05	HS	Reading	≥ 13.84%	15.03%	Met	2020 determinations. No further action required.	NA	12.06%

				FFY 2	.020 (SFY 20)21) Part B	Indicators		
		dicators			FFY 2020			Previou	s Results
Re	SPP/APR Ir sults Indicator 🗾 🤇		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	2.56%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
3C	against alternate academic achievement		Reading	≥ 15.57%	7.59%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
	standards.	0	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	56.00%	Met		NA	NA
		пз	Reading	≥47.55%	52.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	14.74%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	19.77%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
20	grade level academic achievement	8	Mathematics	≤ 6.41	6.63%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	31.88%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	45.06%	Not Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	52.80%	Not Met		NA	NA

		020 (SFY 202 FFY 2020			Previous	Rosulte
SPP/APR Indicators Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	2.81	2.15
Single suspensions (> 10 days): Disabled vs. nondisabled 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.	3.21	1.54
A Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	72.73%	Met	Target met. No further action required.	73.07%	72.18

¹Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2020 Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 202	21) Part B Ir	ndicators		
	CDD / ADD Indicate			FFY 2020			Previous	s Results
Res	SPP/APR Indicato ults Indicator Compli	ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
5B	Students aged 6-21 whose L day (MD SSIS LRE C) COMAR 13A.05.01.10	$RE is \le 40\%$ of the	≤ 12.00%	9.74%	Met	Target met. No further action required.	9.53%	10.17%
5C	Students aged 6-21 whose L public/private day and reside home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	ential facilities and	≤ 6.41%	8.33%	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.	8.06%	8.13%
6A	Students aged 3-5 LRE: Ser childhood setting the majori COMAR 13A.05.01.10		≥ 60.87%	54.89%	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.	48.81%	51.96%
6B	Students aged 3-5 LRE: Sep Class COMAR 13A.05.01.10	parate School or	≤20.92%	29.35%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	21.98%	22.81%
6C	Students aged 3-5 LRE: Hor	me	≤ 0.33%	0.27%	Met	Target met. No further action required.	NA	NA
7.4	8	. Exits with ubstantial growth	≥68.78%	58.82%	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.	73.60%	65.22%
7A		2. Exits within age expectations	≥53.00%	44.74%	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.	52.08%	54.66%

			FFY 2	020 (SFY 202	21) Part B li	ndicators		
	SPP/APR Indica	itors		FFY 2020			Previous	s Results
Res	· · · · · · · · · · · · · · · · · · ·	pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	65.63%	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.	68.42%	63.33%
/В	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	44.74%	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.	47.92%	52.17%
70	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	75.76%	Met	Target met. No further action required.	78.88%	65.55%
7C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	57.89%	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.	59.11%	59.01%
		Age 3-5	≥85.00%	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.	78%	78.00%
8	Parent Survey Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	67%	66.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	18%	Met	Target met. No further action required.	NA	NA

			FFY 20	020 (SFY 202	21) Part B lı	ndicators		
	SPP/APR Indica	torc		FFY 2020			Previous	s Results
Res		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Percent of youth who are no longer in secondary school, had IEPs in effect at the	A. Higher ED w/in 1 year of leaving HS	≥24.87%	20.57%	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.	24.85%	26.97%
14	time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	57.78%	Met	Target met. No further action required.	d. 69.71%	70.64%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	57.96%	Met	Target met. No further action required.		73.27%
	Discrepancy (≥ 2.0) in the rate of	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not	*	*
	suspensions and expulsions of students ages 6-21 with IEPs by	Asian	< 2.00	*	Met	identified. No further action required.	*	*
	race/ethnicity Discrepancy	Black/African American	< 2.00	*	Met		4.06	4.66
4B (Ages 6-21)	exists in the category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
	* Cell size < 5 or N	White	< 2.00	*	Met		0.18	0.24
	size is < 20	2 or more races	< 2.00	*	Met		3.03	1.04
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		0.63	0.61

			nual Data		APR Pa	inty rt B Indicators y 1, 2020 – June 30, 20201		
	SPP/APR Indicator		FFY 2	020 (SFY 202	21) Part B li		Draviava	Desults
Results I	sults Indicator Compliance Indicator		State Target	FFY 2020 Local Results ¹	Target Met	Action Required	Previous FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.03	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.01	0.97
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.56	Met		0.62	0.62
	inappropriate identification	Black/African American	< 2.00	1.40	Met		1.39	1.41
9 (Ages	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.64	Met		0.78	0.83
6-21)	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.96	Met		0.96	0.95
	N size is < 20	2 or more races	< 2.00	0.90	Met		0.88	0.82
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.81	Met		0.81	0.81

				FFY 20	020 ¹ (SFY	2021) Part I	B Indicators	;	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	1.39	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Submit an Improvement
	disability categories by race as a result of	Asian	0.92	0.24	*	0.59	0.30	1.18	Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	inappropriate identification	Black/African American	2.39	1.54	2.34	0.71	1.67	1.40	
10	exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.64	0.78	0.82	1.55	0.88	0.90	
	 Cell size < 5 or N size is < 20 	2 or more races	0.33	0.68	1.27	0.90	1.32	1.08	
	COMAR 13A.08.01.21	Hispanic/Latino	0.80	1.23	0.34	0.78	0.63	0.70	

		FFY	2020 (SFY	2021) Part	B Indicators		
_	SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	94.72%	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 2019 was corrected within one year of the written finding.	96.80%	98.10%
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%

SPP/APR Indicators		FFY 2020		Action Required	Previous	s Results
Results Indicator 📃 Compliance Indica	tor State	Local	Target		FFY	FFY
	Target	Results ¹	Met		2019	2018
Timely correction of noncompliance (Specific actions required are ember within each Results and Compliance Indicator and used to establish local determination status)	dded e 100%	<100%	Not Met	Correction of noncompliance for complaints was not completed within 1 year of notification as required by OSEP Memo 09-02.	<100%	<100%
State reported data are timely and accurate. (Specific actions required 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%
Number of State complaints filed	NA	10	NA	10 complaints received.	13	9
Number of State complaints identified with violation(s)	ed NA	5	NA	5 complaints required corrective action.	7	6
Number of State findings from State complaints corrected in a timely ma		1	NA	4 corrective actions not yet due at this time.	4	2
Number of due process hearings file	ed NA	14	NA	No further action required.	26	32
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.9%	Met	No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.9%	Met	No further action required.	NA	NA

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¹Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	No further action required.	NA	NA
Number of SWD Restraints	NA	105	NA	98% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

Dr. Darryl 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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Baltimore County Public Schools has achieved the determination status of "**Needs Intervention**," Year 2.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Williams May 23, 2022 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 Baltimore County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Kathrine Pierandozzi, Ed.D. Conya Bailey Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 2	021) Part B	Indicators		
	SPP/APR Indicators Compliance Indicator Stutes Indicator Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based or 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Optiol leaver rate based on lag data for 2019-2020) COMAR 13A.05.01.01 State Assessment: Participation rates of IEP students in all grades in the LEA Mathematics Reading T3A.05.11.05 HS Mathematics Proficiency rate for children with IEPs against grade level academic achievement standards. 4 Mathematics Reading Reading Reading Reading Proficiency rate for children with IEPs against grade level academic achievement standards. 8 Mathematics Reading Reading Reading Reading			FFY 2020¹			Previou	s Results	
Re				State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	diploma - Annual 618 1 2019-2020) COMAR 13A.03.02.09	Data (la		≥ 73.35%	72.48%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	72.28%	71.77%
2	leaver rate based on lag	g data fo		≤ 2.55%	4.61%	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.	4.52%	4.23%
			Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the		NA
3A		8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
			Mathematics	≥ 6.71%	5.76%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	9.49%
	against grade level	4	Reading	≥ 6.19%	5.93%	Not Met	statewide assessment for the 2020-2021 school	NA	8.26%
		0	Mathematics	≥ 1.62%	0.19%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	5.62%
3B		8	Reading	≥ 6.36%	3.36%	Not Met	grade-level test was given in the following school	NA	5.29%
	COMAR		Mathematics	≥ 7.04%	1.48%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	3.63%
	13A.05.11.05	HS	Reading	≥13.84%	6.39%	Not Met	2020 determinations. No further action required.	NA	7.09%

				FFY 2	020 (SFY 20	21) Part B	Indicators		
	SPP/APR In	dicator			FFY 2020			Previous	s Results
Re			nce Indicator	State Target	Local Results ¹	Results ¹ Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	1	Mathematics	≥ 10.68%	7.79%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	academic achievement standards.	4	Reading	≥ 15.57%	17.95%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C		8	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	38.89%	Not Met		NA	NA
		пз	Reading	≥ 47.55%	37.74%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	17.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against		Reading	≤ 17.41	22.14%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	5.33%	Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR		Reading	≤ 24.74	30.06%	Not Met	and 3D were not used in the development of FFY	NA	NA
	13A.05.11.05	HS	Mathematics	≤ 35.00	25.37%	Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	49.40%	Not Met		NA	NA

FFY 2020 (SFY 2021) Part B Indicators									
	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020			Previous Results			
Re			State Local Farget Results ¹		Action Required	FFY 2019	FFY 2018		
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabledDiscrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20COMAR 13A.08.03.03Single suspensions (> 10 days): Disabled vs. nondisabledDiscrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	≤ 2.00 ≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	2.25	3.35 2.04		
5A	* Cell size < 5 or N size is < 20 COMAR 13A.08.03.03 Students aged 6-21 whose LRE is $\ge 80\%$ of the day (MD SSIS LRE A)	≥ 70.71%	64.90%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	64.14%	65.30%		
	COMAR 13A.05.01.10 Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)				ractices to improve student results. Target met. No further action required.				
5B	≤ 12.00 COMAR 13A.05.01.10		10.50%	Met		10.82%	10.96%		
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	≤ 6.41%	6.71%	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.	6.94%	7.54%		

¹Local results are based on current data unless otherwise indicated. Baltimore County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2020				Previous Results		
			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
6A	6A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10			61.09%	Met	Target met. No further action required.	77.89%	72.69%	
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	13.33%	Met	Target met. No further action required.	13.02%	14.71%	
6C	Students aged 3-5 LRE: Home		$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA	
7.	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	64.53%	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.	68.53%	71.60%	
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	46.52%	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.	47.97%	52.48%	
70	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	62.57%	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.	64.13%	66.22%	
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	46.09%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	43.75%	47.89%	
	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	52.38%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	55.79%	62.44%	
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	53.48%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.06%	56.88%	

FFY 2020 (SFY 2021) Part B Indicators										
		10 MG	FFY 2020				Previous Results			
Re	SPP/APR Indicators Results Indicator Compliance Indicator			StateLocalTargetTargetResults1Met		Action Required	FFY 2019	FFY 2018		
		Age 3-5	≥85.00%	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.	84.00%	77.00%		
8	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	70.00%	66.00%		
	based on State mean. * Less than 10 survey responses	Preschool Response Rate	≥26%	21%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA		
		School-Age Response Rate	≥11%	10%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA		
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	22.11%	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.	24.39%	24.13%		
14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	56.32%	Met	Target met. No further action required.	60.96%	62.33%		
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	56.42%	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.	61.93%	63.70%		

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators			FFY 2020		Action Required	Previous Results			
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018			
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*		
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*		
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	*	Met		4.15	3.59		
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*		
4B (Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		0.33	0.35		
,		2 or more races	< 2.00	*	Met	-	1.18	0.98		
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*		

	Baltimore County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021											
FFY 2020 (SFY 2021) Part B Indicators SPP/APR Indicators FFY 2020 Action Required Previous Results												
Results I	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020 State Local Target Target Results ¹ Met			Action Required	Previous FFY 2019	FFY 2018				
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.89	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.86	0.90				
	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	Asian	< 2.00	0.55	Met		0.56	0.55				
		Black/African American	< 2.00	1.30	Met		1.30	1.28				
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	0.60	Met		0.42	0.46				
,		White	< 2.00	0.96	Met		0.97	0.96				
		2 or more races	< 2.00	1.10	Met		1.08	1.02				
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.74	Met		0.74	0.78				

				FF	Y 2020 ¹ (5 FY 2021) P	art B Indica	ators	
	SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	1.31	*	1.34	0.73	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter.
	disability categories by race as a result of inappropriate identification	Asian	0.70	0.26	*	0.67	0.22	1.22	Identify the root causes and evidence-based practices targeted to improve student results.
		Black/African American	2.18	1.53	1.85	0.66	1.59	1.15	
10	exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is ≥ 20 * Cell size < 5 or N size is < 20	White	0.57	0.84	0.86	1.66	0.94	0.97	
		2 or more races	0.50	0.95	1.57	1.27	1.28	1.09	
	COMAR 13A.08.01.21	Hispanic/Latino	0.73	0.90	0.37	0.83	0.51	0.62	

	SPP/APR Indicators		FFY 2020		Action Required	Previo	ous Results
Results Ir	ndicator 📃 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	94.37%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence- based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	99.94%	98.69%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	81.82%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

SPP/APR Indicators		FFY 2020		Action Required	Previo	us Results
Results Indicator 📃 Compliance Indi	cator State	Local	Target		FFY	FFY
	Target	Results ¹	Met		2019	2018
Timely correction of noncomplia (Specific actions required are em within each Results and Complia Indicator and used to establish lo determination status)	bedded nce 100%	<100%	Not Met	Correction of noncompliance for complaints was not completed within 1 year of notification as required by OSEP Memo 09- 02.	<100%	<100%
State reported data are timely and accurate. (Specific actions requir embedded within each Results ar Compliance Indicator and used to establish local determination stat	ed are ad 100%	100%	Met	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	18	NA	2 complaints withdrawn or resolved.	14	29
Number of State complaints iden with violation(s)	tified NA	15	NA	12 complaints required corrective action.	8	16
Number of State findings from S complaints corrected in a timely		10	NA	2 corrective action not yet due at this time.	3	3
Number of due process hearings	filed NA	51	NA	No further action required.	73	74
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number or findings identified	f NA	0	NA	The 1 fiscal finding identified in FFY 2019 was corrected timely.	1	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

¹Local results are based on current data unless otherwise indicated. Baltimore County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services 10

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	112	NA	91% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	35	NA	88% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Calvert County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Curry May 23, 2022 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 Calvert County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM:mj

Attachments

c: Christina Harris Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR In	dicator	c		FFY 2020			Previous	s Results
Res			s ince Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Option 2 loguen rate based on log data for 2010 2020)			≥ 73.35%	85.37%	Met	Target met. No further action required.	67.12%	73.61%
2	Students with IEPs da leaver rate based on 1 COMAR 13A.08.01.0	ag data		≤ 2.55%	1.24%	Met	Target met. No further action required.	1.81%	3.16%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	1.87%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	15.24%
	against grade level	4	Reading	≥ 6.19%	4.63%	Not Met	statewide assessment for the 2020-2021 school	NA	12.38%
	academic achievement	8	Mathematics	≥ 1.62%	2.20%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	11.65%
3B	standards.	8	Reading	≥ 6.36%	3.30%	Not Met	grade-level test was given in the following school	NA	15.53%
	COMAR		Mathematics	$\geq 7.04\%$	9.72%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	4.84%
	13A.05.11.05	HS	Reading	≥ 13.84%	12.16%	Not Met	2020 determinations. No further action required.	NA	20.63%

				FF <u>Y 2</u> (020 (SFY 20	21) Part <u>B</u>	ndicators		
		diaatawa			FFY 2020			Previous	s Results
Res	SPP/APR Ind sults Indicator C	Compliance Indicator State Local Target Target Results ¹ Met		Action Required	FFY 2019	FFY 2018			
	Proficiency rate for children with IEPs	4	Mathematics	≥10.68%	25.00%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
3C	against alternate academic achievement	4	Reading	≥ 15.57%	25.00%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	l NA NA l NA NA	
	standards.	8	Mathematics	≥ 11.23%	100%	Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	100%	Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	ч		Mathematics	≥ 52.78%	40.00%	Not Met		NA	NA
		HS	Reading	≥ 47.55%	30.00%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	23.57%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	22.94%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	3.77%	Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50		0	Reading	≤ 24.74	35.75%	Not Met	and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	53.60%	Not Met	2020 determinations. No further action required.	NA	NA
		пэ	Reading	≤ 48.51	67.84%	Not Met		NA	NA

		FFY 20)20 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Indicators		FFY 2020			Previous	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	*
44	Single suspensions (> 10 days): Disabled vs. nondisabled 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.	*	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	73.20%	Met	Target met. No further action required.	70.80%	68.36%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	8.10%	Met	Target met. No further action required.	7.96%	9.31%
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	≤ 6.41%	4.54%	Met	Target met. No further action required.	4.38%	4.24%

¹Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	20 (SFY 2 <u>0</u> 2	21) Part B In	dicators		
	SPP/APR Indica	tore		FFY 2020			Previous	Results
Re		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: So childhood setting the majo COMAR 13A.05.01.10		≥ 65.10%	41.82%	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.	46.51%	44.91%
6B	COMAR 13A.05.01.10		≤ 17.90%	22.27%	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.	14.95%	22.81%
6C	Students aged 3-5 LRE: Home		$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	81.97%	Met	Target met. No further action required.	66.67%	61.54%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	67.37%	Met	Target met. No further action required.	67.77%	68.57%
	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	84.29%	Met	Target met. No further action required.	66.67%	80.95%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	66.32%	Met	Target met. No further action required.	67.77%	65.71%
70	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	88.76%	Met	Target met. No further action required.	83.81%	87.69%
7C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	75.79%	Met	Target met. No further action required.	78.57%	78.57%

			FFY 2	020 (SFY 202	20) Part B Ir	ndicators		
	SPP/APR Indica	tora		FFY 2020			Previous Results	
Res		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	89%	Met	Target met. No further action required.	81%	88.00%
	Parent Survey	Age 6-21	≥72.00%	82%	Met	Target met. No further action required.	70%	
8	Note: Response Rate targets based on State mean. * Less than 10 survey	Preschool Response Rate	≥26%	15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	
	esponses	School-Age Response Rate	≥11%	16%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	22.89%	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.	NA	26.98%
14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	60.24%	Met	Target met. No further action required.	58.67%	63.49%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	60.24%	Met	Target met. No further action required.	62.67%	62.49%

			FFY 2	020 (SFY 202	21) Part <u>B I</u>	ndicators		
	SPP/APR Indicator	S		FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
4B		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
(Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

	Calvert County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021												
	FFY 2020 (SFY 2021) Part B Indicators SPP/APR Indicators FFY 2020 Action Required Previous Results												
Results Ir		ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018					
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.67	1.65					
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.53	Met		0.57	0.54					
	inappropriate identification	Black/African American	< 2.00	1.58	Met		1.71	1.67					
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*					
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.85	Met		0.79	0.77					
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.92	Met		0.93	0.97					
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.81	Met		0.86	0.96					

				FFY 20	020 ¹ (SFY	2021) Part I	B Indicators	;	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Emotional Disabilities was
	disability categories by race as a result of	Asian	*	*	*	*	*	*	identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to
		Black/African American	2.61	2.28	3.06	0.96	1.49	1.81	improve student results.
10	exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.67	0.65	0.49	1.23	0.90	0.65	
	* Cell size < 5 or N size is < 20	2 or more races	*	0.73	1.54	0.90	1.18	0.92	
	COMAR 13A.08.01.21	Hispanic/Latino	*	1.05	*	0.79	0.52	1.32	

		FFY 2	020 (SFY 20	21) Part <u>B I</u>	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	ıs Results
Results Ir	ndicator 📃 Compliance Indicator	State	Local	Target		FFY	FFY
		Target	Results ¹	Met		2019	2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	99.36%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	100%	99.49%
	COMAR 13A.05.01.06 Percentage of eligible children exiting				Target met. No further action required.		
	Part C at age 3 who have an IEP in effect by the child's 3rd birthday						
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100.00%	Met		100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100.00%	Met	Target met. No further action required.	100%	97.62%
15	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	10070	100.0070			10070	57.0270

	0	ther Data (Consider	ations		
SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	1	NA	1 complaint received.	0	1
Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	1
Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	0	1
Number of due process hearings filed	NA	0	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	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.6%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.6%	Met	Target met. No further action required.	NA	NA

10

¹Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.6%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	11	NA	91% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	16	NA	100% of LEA's seclusions were SWD.	NA	NA



May 31, 2022

Dr. Derek Simmons Superintendent Caroline County Public Schools 204 Franklin Street Denton, MD 21629

Dear Dr. Simmons:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Caroline County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Simmons May 31, 2022 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 Caroline County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Elizabeth Anthony Carissa Hollinger Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

					a on SPP		ty art B Indicators ly 1, 2020 – June 30, 2021		
					020 (SFY 20				
-		liantaw	_		FFY 2020			Previous	s Results
Re:	SPP/APR Ind sults Indicator Co			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	75.76%	Met	Target met. No further action required.	47.37%	65.22%
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	g data fo		≤ 2.55%	0.57%	Met	Target met. No further action required.	1.28%	2.74%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	8	Reading	≥ 94.81%	NA	NA	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	HS	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	нз	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		8	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	0.00%	Not Met	Maryland received a waiver from the US	NA	13.95%
	children with IEPs against grade level	4	Reading	≥ 6.19%	6.67%	Met	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	11.63%
	academic achievement	0	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	7.14%
3B	standards.	8	Reading	≥ 6.36%	4.00%	Not Met	grade-level test was given in the following school	NA	2.38%
	COMAR		Mathematics	≥ 7.04%	12.50%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	5.88%
	13A.05.11.05	HS	Reading	≥13.84%	14.29%	Met	2020 determinations. No further action required.	NA	5.88%

				FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR II	adicator			FFY 2020			Previou	s Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥15.57%	0.00%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
20	standards.	8	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	3C COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
			Mathematics	≥ 52.78%	50.00%	Not Met		NA	NA
		HS	Reading	≥47.55%	50.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	11.27%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against		Reading	≤ 17.41	11.59%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	1.33%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50	standards.	0	Reading	≤ 24.74	17.22%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	38.67%	Not Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	52.47%	Not Met		NA	NA

		a on SPP.		rt B Indicators		
Notice of Peri		10r the P 020 (SFY 20		y 1, 2020 – June 30, 2021 ndicators		
		FFY 2020			Previous	s Results
SPP/APR Indicators Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
 Multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or 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.	*	*
 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	*	*
Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	81.48%	Met	Target met. No further action required.	81.11%	80.70

			FFY 20	020 (SFY 202	21) Part B I	ndicators		
		1 a		FFY 2020			Previous	s Results
Re	SPP/APR Indica sults Indicator 🗖 Comp	tors pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
5B	Students aged 6-21 whose day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 12.00%	9.55%	Met	Target met. No further action required.	10.19%	11.31%
5C	Students aged 6-21 whose public/private day and resi home and hospital facilitie COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 6.41%	1.17%	Met	Target met. No further action required.	1.48%	1.36%
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	79.55%	Met	Target met. No further action required.	86.25%	85.00%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	2.27%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved	1. Exits with substantial growth	≥68.78%	69.57%	Met	Target met. No further action required.	60.00%	94.44%
7A	positive social-emotional skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	60.00%	Met	Target met. No further action required.	38.46%	74.07%
70	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.37%	86.96%	Met	Target met. No further action required.	79.17%	90.00%
7B	and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	60.00%	Met	Target met. No further action required.	46.15%	70.37%

				on SPP/		y rt B Indicators y 1, 2020 – June 30, 2021		
				020 (SFY 202				
	SPP/APR Indica	tors		FFY 2020			Previous	s Results
Re	sults Indicator Comp		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	68.18%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	52.63%	81.25%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	56.67%	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.	42.31%	70.37%
	Parent Survey	Age 3-5	≥85.00%	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.	90%	82.00%
8	Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	82%	Met	Target met. No further action required.	92%	75.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	54%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	23%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	Small cell size
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	48.48%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	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	≥56.63%	54.55%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	Small cell size

			FFY 2	020 (SFY 202	1) Part B Ir	ndicators		
_	SPP/APR Indicator	'S		FFY 2020		Action Required	Previous	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Black/African American	< 2.00	*	Met		*	*	
4B	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met	-	*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

				a on SPP/		y rt B Indicators ly 1, 2020 – June 30, 2021		
			FFY 20	020 (SFY 202	1) Part B Ir		Draviaua	Desults
Results Ir	SPP/APR Indicator ndicator Compli	rs iance Indicator	State Target	FFY 2020 Local Results ¹	Target Met	Action Required	Previous FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	*	Met		*	0.81
	inappropriate identification	Black/African American	< 2.00	1.22	Met		1.41	1.40
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
,	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	1.28	Met		1.18	1.13
	N size is < 20	2 or more races	< 2.00	1.12	Met		1.15	1.14
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.43	Met		0.39	0.41

				FFY 20	020 ¹ (SFY	2021) Part I	B Indicators	;	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for White students with Intellectual Disabilities and Multi-race students with Other Health Impairments was identified. Submit an
	disability categories by race as a result of	Asian	*	*	*	*	*	*	Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence- based practices targeted to improve student results.
	inappropriate identification	Black/African American	1.49	1.45	1.47	0.97	0.78	1.42	
10	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	2.18	1.12	1.34	1.69	1.42	0.77	
	* Cell size < 5 or N size is < 20	2 or more races	*	0.59	*	0.99	2.06	1.64	
	COMAR 13A.08.01.21	Hispanic/Latino	*	0.75	*	0.32	0.25	0.72	

		FFY 2	020 (SFY 20)	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results I	ndicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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%

	0	ther Data	Considera	ations		
SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	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	Target met. 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	NA	NA	No further action required.	0	0
Number of State findings from State complaints corrected in a timely manner	NA	NA	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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.7%	Met	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	4	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Carroll County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Lockard May 23, 2022 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 Carroll County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Nicholas Shockney Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	020 (SFY 20	021) Part B	Indicators		
SPP/APR Indicators				FFY 2020			Previous Results		
Re	Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 73.35%	81.48%	Met	Target met. No further action required.	78.74%	83.24%	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 2.55%	2.03%	Met	Target met. No further action required.	1.15%	1.68%
	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
3A			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	9.48%	Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	17.05%
	against grade level		Reading	≥ 6.19%	6.03%	Not Met		NA	16.29%
	academic achievement	8	Mathematics	≥ 1.62%	3.91%	Met		NA	15.46%
3B	standards.		Reading	≥ 6.36%	4.90%	Not Met		NA	17.53%
	COMAR		Mathematics	$\geq 7.04\%$	13.39%	Met		NA	12.84%
	13A.05.11.05 HS		Reading	≥ 13.84%	17.74%	Met	2020 determinations. No further action required.	NA	22.67%

_				FFY 2	2020 (SFY 2	021) Par <u>t B</u>	Indicators		
		diantau	_		FFY 2020			Previous Results	
Re	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	6.67%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
3C	achievement standards. COMAR 13A.05.11.05	8	Mathematics	≥ 11.23%	NA	NA		NA	NA
30			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	63.64%	Met		NA	NA
			Reading	≥47.55%	77.27%	Met		NA	NA
	Gap in proficiency rates for children	4 ic 8	Mathematics	≤ 14.01	31.34%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	with IEPs and all students against grade level academic achievement standards.		Reading	≤ 17.41	29.54%	Not Met		NA	NA
3D			Mathematics	≤ 6.41	15.67%	Not Met		NA	NA
			Reading	≤ 24.74	30.88%	Not Met		NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	59.59%	Not Met	2020 determinations. No further action required.	NA	NA
		пэ	Reading	≤ 48.51	61.63%	Not Met		NA	NA

		FFY 20	20 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020			Previous Results	
Re			Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	9.17
	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	4.08	*
5A	COMAR 13A.08.03.03 Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	75.27%	Met	Target met. No further action required.	75.02%	75.46
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	≤ 12.00%	10.33%	Met	Target met. No further action required.	9.73%	9.76%
5C	COMAR 13A.05.01.10 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	≤ 6.41%	3.47%	Met	Target met. No further action required.	3.52%	3.88%

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

Carroll County Annual Data FFY 2020

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

FFY 2020 (SFY 2021) Part B Indicators											
			FFY 2020				Previous Results				
Re	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018			
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	26.63%	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.	49.61%	46.70%			
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	33.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	23.64%	24.54%			
6C	Students aged 3-5 LRE: Home		$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA			
7.4	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	64.06%	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.	65.31%	79.55%			
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	32.88%	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.	50.72%	50.00%			
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	72.06%	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.	63.64%	84.78%			
/B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	41.10%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	57.83%	50.00%			

			FFY 20	20 (SFY 202	1) Part B In	dicators		
	SPP/APR Indica	tors		FFY 2020			Previous Results	
	Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.65%	77.61%	Met	Target met. No further action required.	77.19%	93.75%
7C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	41.10%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	53.62%	44.23%
		Age 3-5	≥85.00%	91%	Met	Target met. No further action required.	86%	87.00%
	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	79%	Met	Target met. No further action required.	79%	73.00%
8		Preschool Response Rate	≥26%	24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	10%	NA		NA	NA
	Percent of youth who are no longer in secondary	A. Higher ED w/in 1 year of leaving HS	≥24.87%	25.31%	Met	Target met. No further action required.	28.24%	24.59%
14	school, had IEPs in effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	64.20%	Met	Target met. No further action required.	73.53%	77.60%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	65.43%	Met	Target met. No further action required.	74.71%	77.60%

			FFY 20	020 (SFY 202	1) Part B In	dicators		
	SPP/APR Indicato			FFY 2020			Previous	Results
Results Ir		s ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	*	Met		*	*
4B		Native Hawaiian/Pacific Islander	< 2.00	*	Met	_	*	*
(Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		0.48	0.42
		2 or more races	< 2.00	*	Met	_	*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	2020 (SFY 20	21) Part <u>B</u> I	ndicators		
	SPP/APR Indicato	rc		FFY 2020			Previou	s Results
Results II		iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.70	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.31	0.93
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.60	Met		0.69	0.68
	inappropriate identification	Black/African American	< 2.00	1.27	Met		1.28	1.27
	exists in the category Islan	Native Hawaiian/Pacific Islander	< 2.00	0.91	Met		*	*
9 (Ages 6-21)	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.91	Met		0.90	0.88
6-21)	N size is < 20	2 or more races	< 2.00	1.28	Met		1.29	1.36
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.05	Met		1.05	1.12

				FFY 2	020 ¹ (SFY	′ 2021) Part	B Indicator	S	
	SPP/APR Ind Compliance India		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
	disability categories by race as a result of	Asian	1.29	0.26	*	0.56	0.46	1.10	
	inappropriate identification	Black/African American	1.82	1.72	1.35	0.73	1.22	1.19	
10	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.91	0.76	1.06	1.07	0.88	0.99	
	* Cell size < 5 or N size is < 20	2 or more races	*	1.10	1.26	1.19	1.58	1.32	
	COMAR 13A.08.01.21	Hispanic/Latino	0.81	1.50	0.76	1.10	1.03	0.67	

			FFY	-	2021) Part	B Indicators		
	SPP/APR Indicator	rs		FFY 2020				s Results
Result	s Indicator Comp		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
11	Percentage of students parental consent to eva evaluated within 60 cal	luate who were lendar days	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. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	99.13%	99.88%
12	Percentage of eligible of Part C at age 3 who has effect by the child's 3rd COMAR 13A.05.01.08 COMAR 13A.05.01.06 COMAR 13A.13.01.09	children exiting ve an IEP in d birthday BA(2)(a)(iii) 5B	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	94.74%	100%
13	Percentage of youth ag whose IEP meets secon requirements COMAR 13A.05.01.07 COMAR 13A.05.01.09	ndary transition 7D(5)(6)	100%	99.80%	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 2019 was corrected within one year of the written finding.	99.00%	100%

	C	Other Data	Consider	ations		
SPP/APR Indicators		FFY 2020			-	vious sults
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	0	NA	No further action required.	2	1
Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	1	1
Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	1	1
Number of due process hearings filed	NA	7	NA	No further action required.	3	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	NA	No further action required.	0	1
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	NA	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	NA	Target met. No further actions required.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	48	NA	65% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	9	NA	29% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

Dr. Jeffery 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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Cecil County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicators bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to and increased emphasis on results. An LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Lawson May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Rebecca Miller Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	020 (SFY 20	21) Part B	Indicators		
	SPP/APR Ind	icator			FFY 2020			Previous	Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 73.35%	80.62%	Met	Target met. No further action required.	75.83%	74.11%	
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	, data fo		≤ 2.55%	2.35%	Met	Target met. No further action required.	3.15%	2.78%
	State Assessment:		Mathematics	≥94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	Participation rates of IEP students in all	4	Reading	≥94.81%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	2.15%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	6.74%
	against grade level	4	Reading	≥ 6.19%	4.32%	Not Met	statewide assessment for the 2020-2021 school	NA	4.15%
	academic achievement	8	Mathematics	≥ 1.62%	2.46%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	9.24%
3B	standards.	8	Reading	≥ 6.36%	1.59%	Not Met	grade-level test was given in the following school	NA	9.73%
	COMAR		Mathematics	$\geq 7.04\%$	2.80%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	3.70%
	13A.05.11.05	HS	Reading	≥13.84%	4.90%	Not Met	2020 determinations. No further action required.	NA	6.86%

				FF <u>Y</u> 20	020 (SFY 20	21) Part <u>B</u> I	ndicators		
		diasterre			FFY 2020			Previous	s Results
Res	SPP/APR In ults Indicator C		ce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	0.00%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	8	Mathematics	≥11.23%	0.00%	Not Met	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	0	Reading	≥ 16.55%	16.67%	Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	101 100 11 1100	110	Mathematics	≥ 52.78%	100%	Met		NA	NA
		HS	Reading	≥47.55%	66.67%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	15.90%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	13.85%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	2018NANANANANANANA
20	grade level academic achievement	8	Mathematics	≤ 6.41	3.20%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	25.38%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	41.28%	Not Met	t 2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	65.77%	Not Met		NA	NA

		FFY 20	020 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Indicators		FFY 2020			Previous	Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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	1.46	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	1.39	0.72
	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	0.21	2.55
5A	COMAR 13A.08.03.03 Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	88.35%	Met	Target met. No further action required.	88.62%	89.72%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	5.06%	Met	Target met. No further action required.	4.10%	3.63%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 6.41%	2.88%	Met	Target met. No further action required.	3.50%	3.25%

¹Local results are based on current data unless otherwise indicated. Cecil County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	20 (SFY 202	21) Part B Ir	ndicators		
	SPP/APR Indica	tors		FFY 2020			Previous	Results
Re		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: So childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	71.51%	Met	Target met. No further action required.	76.76%	74.52%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	0.00%	Met	Target met. No further action required.	0.61%	0.32%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	1.12%	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.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	72.22%	Met	Target met. No further action required.	74.29%	67.61%
/A	skills Comar 13A.13.01.09	2. Exits within age expectations	≥53.00%	56.34%	Met	Target met. No further action required.	57.47%	46.07%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	83.08%	Met	Target met. No further action required.	72.00%	83.75%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	57.75%	Met	Target met. No further action required.	58.62%	38.20%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	75.47%	Met	Target met. No further action required.	77.14%	83.08%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	61.97%	Met	Target met. No further action required.	51.69%	51.69%

			FFY 20	20 (SFY 202	21) Part B In	dicators		
	SPP/APR Indica	10 m		FFY 2020			Previous	Results
Res		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	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.	88%	80.00%
8	Parent Survey Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	71%	68.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	10%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	7%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	13.08%	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.	16.67%	14.96%
14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	61.54%	Met	Target met. No further action required.	64.14%	62.20%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	61.54%	Met	Target met. No further action required.	68.33%	62.20%

			FFY 2	020 (SFY 202	21) Part <mark>B I</mark>	ndicators		
	SPP/APR Indicato			FFY 2020			Previou	s Results
Results Ir		s ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		0.32	0.45
		2 or more races	< 2.00	*	Met		*	4.18
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	.020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicato			FFY 2020			Previou	s Results
Results Ir		iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.98	*
ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.40	Met		0.35	0.46	
	inappropriate identification Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	Black/African American	< 2.00	1.19	Met		1.10	1.07
		Native Hawaiian/Pacific Islander	< 2.00	1.46	Met		*	*
9 (Ages		White	< 2.00	1.02	Met		1.05	1.05
(Ages 6-21)	N size is < 20	2 or more races	< 2.00	0.91	Met		0.93	0.91
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.85	Met		0.89	0.93

			-	FFY 20	020 ¹ (SFY	2019) Part	B Indicators	5	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Disproportionality for Multi-race students with
	disability categories by race as a result of	Asian	*	*	*	*	*	*	Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-
	inappropriate identification	Black/African American	2.14	1.22	1.25	0.77	1.29	1.25	based practices targeted to improve student results.
10	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.74	0.97	0.97	1.32	1.11	0.79	
	* Cell size < 5 or N size is < 20	2 or more races	0.75	0.83	2.40	0.80	0.83	1.40	
	COMAR 13A.08.01.21	Hispanic/Latino	0.71	1.02	*	0.84	0.66	1.09	

		FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020			Previou	is Results
Results I	ndicator Compliance Indicator	State Target	Local Results ¹			FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	96.18%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	97.49%	94.68%
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.		
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday				Target met. No further action required.		
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met		100%	100%
	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements				Target met. No further action required.		
13	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met		100%	100%

	0	ther Data	Considera	ations		
		FFY 2020			Previou	ıs Results
SPP/APR Indicators Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	1	1
Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	1
Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	0	0
Number of due process hearings filed	NA	0	NA	No further action required.	3	1
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.7%	NA	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.7%	NA	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	29	NA	78% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	13	NA	93% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

Dr. Maria Navarro Superintendent Charles County Public Schools 5980 Radio Station Road LaPlata, MD 20646

Dear Dr. Navarro:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Charles County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Navarro May 23, 2022 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 Charles County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Tia McKinnon, Ed.D. Mohammed Choudhury Deann Collins Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY <u>2</u> ()20 (SFY 202	21) Pa <u>rt B I</u>	ndicators		
	SPP/APR In	dicato			FFY 2020			Previous	Results
Re	sults Indicator C			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gradiploma - Annual 618 2019-2020) COMAR 13A.03.02.0 COMAR 13A.05.01.0	Data (1		≥ 73.35%	85.57%	Met	Target met. No further action required.	83.81%	69.87%
2	Students with IEPs dru leaver rate based on la COMAR 13A.08.01.0	ig data		≤ 2.55%	1.18%	Met	Target met. No further action required.	1.56%	1.53%
	State Assessment: Participation rates of IEP students in all		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
		4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA		Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	2.42%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	11.82%
	against grade level	4	Reading	≥ 6.19%	2.41%	Not Met	statewide assessment for the 2020-2021 school	NA	11.33%
	academic achievement	8	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	5.00%
3B	3B achievement standards.	8	Reading	≥ 6.36%	2.31%	Not Met	grade-level test was given in the following school	NA	5.41%
	COMAR		Mathematics	≥ 7.04%	3.92%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	17.50%
	12A 05 11 05 HS	Reading	≥ 13.84%	9.27%	Not Met	2020 determinations. No further action required.	NA	23.91%	

				FFY 2	020 (SFY 20	021) Part B	Indicators		
					FFY 2020			Previou	s Results
Re	SPP/APR In sults Indicator 🗾 C		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	23.53%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement standards.	4	Reading	≥ 15.57%	29.41%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C		8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05	0	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	HS	нѕ	Mathematics	≥ 52.78%	NA	NA		NA	NA
		115	Reading	≥47.55%	NA	NA		NA	NA
	Gap in proficiency rates for children		Mathematics	≤ 14.01	6.81%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	15.13%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	grade level academic achievement	8	Mathematics	≤ 6.41	3.07%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	20.15%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	30.80%	Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	49.41%	Not Met		NA	NA

		FFY 2	020 (SFY 20	21) Part B l	ndicators		
	SPP/APR Indicators		FFY 2020			Previous	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	0.27	1.25
44	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.16	*
5A	COMAR 13A.08.03.03Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A)COMAR 13A.05.01.10	≥ 70.71%	60.72%	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.	62.82%	65.69%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	18.84%	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.	18.01%	16.49%
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	≤ 6.41%	2.32%	Met	Target met. No further action required.	2.64%	3.66%

¹Local results are based on current data unless otherwise indicated. Charles County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20)20 (SFY 20	21) Part B lı	ndicators		
		1		FFY 2020			Previous	s Results
Re	SPP/APR Indica sults Indicator 💻 Comp	bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the majo		≥ 60.87%	84.38%	Met	Target met. No further action required.	73.30%	69.04%
6B	COMAR 13A.05.01.10 Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	0.31%	Met	Target met. No further action required.	0.00%	0.67%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	76.00%	Met	Target met. No further action required.	81.25%	82.86%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	33.77%	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.	48.78%	42.47%
	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	76.71%	Met	Target met. No further action required.	84.00%	87.14%
7B	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.	50.00%	49.32%

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indica	ators		FFY 2020			Previou	s Results
Re	· · _	ipliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	79.17%	Met	Target met. No further action required.	83.71%	81.69%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	46.75%	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.	52.44%	54.79%
		Age 3-5	≥85.00%	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.	83%	75.00%
8	Parent Survey Note: Response Rate targets	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.	68%	66.00%
0	based on State mean. * Less than 10 survey responses	Preschool Response Rate	≥26%	11%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	28.08%	Met	Target met. No further action required.	23.96%	26.01%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	54.19%	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.	65.10%	75.72%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or	≥56.63%	55.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	72.40%	75.72%

	FFY 2020 (SFY 2021) Part B Indicators											
			FFY 2020				Previous	Results				
Po	SPP/APR Indicators Results Indicator Compliance Indicator		State	State Local Target Action Required		Action Required	FFY	FFY				
			Target	Results¹	Met		2019	2018				
	employed w/in 1 year					identify the root causes and evidence-based						
		of leaving HS				practices to improve student results.						

			FF <u>Y</u> 2	020 (SFY 202	21) Part <u>B I</u>	ndicators		
	SPP/APR Indicator	rs		FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	Black/African American	< 2.00	*	Met		1.53	0.94
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages 6-21)		White	< 2.00	*	Met		*	*
,		2 or more races	< 2.00	*	Met	-	*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

				a on SPP/		y rt B Indicators ly 1, 2020 – June 30, 2021		
				101 the 1 2020 (SFY 20				
Results	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020 State Local Target Target Results ¹ Met			Action Required	Previous Results FFY FFY 2019 2018	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.58	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.19	1.18
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	1.26	Met		0.58	0.60
	inappropriate identification	Black/African American	< 2.00	*	Met		1.26	1.24
	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.68	Met		*	*
9	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.81	Met		1.00	0.98
(Ages 6-21)	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.42	Met		0.81	0.85
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.01	Met		0.69	0.70

	FFY 2020 (SFY 2021) Part B Indicators										
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required			
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.		
	disability categories by race as a result of inappropriate identification Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Asian	1.15	*	*	0.54	0.27	1.17			
		Black/African American	1.04	1.59	1.29	0.91	1.23	1.55			
10		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*			
		White	1.33	0.61	1.44	1.54	1.24	0.70			
	* Cell size < 5 or N size is < 20	2 or more races	*	0.96	0.61	1.03	0.90	0.79			
	COMAR 13A.08.01.21	Hispanic/Latino	0.95	0.89	0.29	0.54	0.41	0.63			

	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020		Action Required	Previous Results		
Results I			Local Results ¹	Target Met		FFY 2019	FFY 2018	
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	98.53%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	99.06%	99.38%	
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.			
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 2019 was corrected within one year of the written finding.	97%	100%	

Other Data Considerations											
SPP/APR Indicators		FFY 2020 ¹		Action Required	Previous Results						
Results Indicator Compliance Indicator	State	Local Results ¹	Target Met Met		FFY 2019 100%	FFY 2018 <100%					
Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	Target 100%	100%		Target met. No further action required.							
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	Target met. No further action required.	100%	100%					
Number of State complaints filed	NA	8	NA	1 complaint withdrawn or resolved.	8	8					
Number of State complaints identified with violation(s)	NA	6	NA	5 complaints required corrective action.	6	6					
Number of State findings from State complaints corrected in a timely manner	NA	1	NA	4 corrective actions not yet due at this time.	5	5					
Number of due process hearings filed	NA	1	NA	No further action required.	2	2					
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0					
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0					
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.6%	NA	Target met. No further action required.	NA	NA					
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.6%	NA	Target met. No further action required.	NA	NA					

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

Charles County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.5%	NA	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	46	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	24	NA	100% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

W. David Bromwell, Jr. Superintendent Dorchester County Public Schools 700 Glasgow Street Cambridge, MD 21629

Dear Mr. Bromwell, Jr.:

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]¹. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each Local Education Agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Dorchester County Public Schools has achieved the determination status of "**Needs Assistance,"** Year One.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year); and
- 3. *FFY 2020 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Mr. Bromwell May 23, 2022 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 Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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

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

Sincerely,

Marcella & Trancykowski

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

MEF/BMM/mj

Attachments

c: Kimberly Waller Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	20 (SFY 202	1) Part B Ir	ndicators		
SPP/APR Indicators			FFY 2020				Previous Results		
Res	Results Indicato		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.35%	67.74%	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.	62.50%	57.69%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07			≤2.55%	5.77%	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.	2.86%	2.56%
	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	of 4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
2.4			Mathematics	≥ 74.85%	NA	NA		NA	NA
3A			Reading	≥ 76.09%	NA	NA		NA	NA
		1.05 HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	9.68%	Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	11.11%
	against grade level		Reading	≥ 6.19%	12.12%	Met		NA	13.89%
	academic achievement	8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	3.45%
3B	standards.		Reading	≥ 6.36%	0.00%	Not Met		NA	3.45%
	COMAR	HS Mathematics Reading	≥ 7.04%	4.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	0.00%	
	13A.05.11.05		Reading	≥ 13.84%	12.00%	Not Met	2020 determinations. No further action required.	NA	0.00%

				FFY 2	020 (SFY 20	21) Part B	Indicators		
	SPP/APR I	ndicators			FFY 2020			Previous	s Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
3C	against alternate academic achievement	4	Reading	≥ 15.57%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
	standards.	lis. 8 R	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05		Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	101110011100	HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
		115	Reading	≥ 47.55%	75.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	-1.61%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤17.41	6.79%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
20	grade level academic achievement	8	Mathematics	≤ 6.41	4.14%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	15.64%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	33.07%	Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	42.55%	Met		NA	NA

		FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previous	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	*
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	0.23	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	79.46%	Met	Target met. No further action required.	79.43%	76.16%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	5.45%	Met	Target met. No further action required.	6.15%	7.30%
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	≤ 6.41%	1.98%	Met	Target met. No further action required.	2.36%	2.68%

¹Local results are based on current data unless otherwise indicated. Dorchester County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 202	21) Part B Ir	ndicators		
	SPP/APR Indica	tore		FFY 2020			Previous	s Results
Re:		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	51.85%	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.	79.66%	94.83%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: H	ome	$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved	1. Exits with substantial growth	≥68.78%	70.00%	Met	Target met. No further action required.	88.89%	61.11%
7A	positive social-emotional skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	60.00%	Met	Target met. No further action required.	42.86%	27.27%
70	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	73.68%	73.68%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	46.67%	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.	42.86%	31.82%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	onstrate use of opriate behavior to1. Exits with substantial growth $\geq 71.65\%$ 55.56\%Not Metwithin 30 identify to		Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	90.00%	80.95%		
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	53.33%	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.	42.86%	31.82%

			FFY 20	020 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Indica	tore		FFY 2020			Previous	s Results
R		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	*	NA	No further action required.	*	*
8	Parent Survey Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	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.	81%	68.00%
0	* Less than 10 survey responses	Preschool Response Rate	≥26%	17%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	25%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	38.71%	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.	64.52%	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	≥56.63%	41.94%	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.	70.97%	Small cell size

			FFY 2	020 (SFY 20	21) Part B I			
	SPP/APR Indicator			FFY 2020		Action Required	Previous	
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
4B (Ages 6-21)	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	020 (SFY 202	21) Part B I			
	SPP/APR Indicato			FFY 2020		Action Required	Previous Results	
Results Ir	ndicator Compl	iance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	*	Met		*	*
	inappropriate identification	Black/African American	< 2.00	1.03	Met		1.06	1.04
	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
9 (Ages 6-21)	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	1.06	Met		1.01	1.02
6-21)	N size is < 20	2 or more races	< 2.00	1.02	Met		1.00	1.02
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.84	Met		0.96	0.92

			FFY	2020 ¹ (SF	Y 2021) Pari	t B Indicato	rs	
SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
Disproportionate representation (≥ 2.0) in	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
disability categories by race as a result of	Asian	*	*	*	*	*	*	letter. Identify the root causes and evidence-based practices targeted to improve student results.
inappropriate identification	Black/African American	2.81	0.87	0.57	0.95	1.35	0.72	
10 Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
Cell size ≥ 5 N-size is \geq 20	White	0.50	1.23	1.37	0.99	1.04	1.28	
* Cell size < 5 or N size is < 20	2 or more races	*	1.31	*	1.61	*	*	
COMAR 13A.08.01.21	Hispanic/Latino	*	0.75	*	0.94	*	1.61	

		FFY	2020 (SFY 2	021) Part B	Indicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previo	ous Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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%	99.07%
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 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%

		Other Data	a Conside	rations		
SPP/APR Indicators		FFY 2020		Action Required	Previo	us Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. 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	NA	NA	No further action required.	0	0
Number of State findings from State complaints corrected in a timely manner	NA	NA	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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	The 2 fiscal findings identified in FFY 2019 were corrected timely.	2	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

¹Local results are based on current data unless otherwise indicated. Dorchester County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services 10

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	1	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

Dr. Michael Markoe Interim Superintendent Frederick County Public Schools 191 South East Street Frederick, MD 21701

Dear Dr. Markoe:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Frederick County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Markoe May 23, 2022 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 Frederick County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Troy Keller Linda Chambers, DOL Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 2	021) Part B	Indicators		
	SPP/APR Ind	leator	•		FFY 2020			Previous	Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)COMAR 13A.03.02.09 COMAR 13A.05.01.01Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≥ 73.35%	81.29%	Met	Target met. No further action required.	76.31%	76.49%
2		g data fo		≤ 2.55%	0.23%	Met	Target met. No further action required.	0.54%	0.69%
	State Assessment:	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	ЦС	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	9.88%	Met	Maryland received a waiver from the US	NA	18.35%
	against grade level	4	Reading	≥ 6.19%	9.77%	Met	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	13.73%
	academic achievement		Mathematics	≥ 1.62%	3.56%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA NA	11.83%
3B	standards.	8	Reading	≥ 6.36%	6.27%	Not Met	grade-level test was given in the following school		13.27%
	COMAR		Mathematics	$\geq 7.04\%$	27.41%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	19.30%
	13A.05.11.05	HS	Reading	≥13.84%	26.34%	Met	2020 determinations. No further action required.	NA	26.50%

				FFY 2	020 (SFY 20	21) Part <u>B</u>	Indicators		
		diastars			FFY 2020			Previous	Results
Re	SPP/APR In sults Indicator 🗾 (nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	3.85%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic	4	Reading	≥ 15.57%	30.77%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
20	standards. COMAR 8 Mathematics $\geq 11.23\%$ NA NA grade year. and 3 8 Reading $\geq 16.55\%$ NA NA	0	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
3C		and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA					
		HS	Mathematics	≥ 52.78%	56.25%	Met		NA	NA
		нз	Reading	≥47.55%	31.25%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	22.07%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	22.85%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	grade level academic achievement	8	Mathematics	≤ 6.41	9.12%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	31.96%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	49.15%	Not Met	2020 determinations. No further action required.	NA	NA
		нз	Reading	≤ 48.51	54.92%	Not Met		NA	NA

		FFY 2	020 (SFY 202	21) Part <mark>B I</mark>	ndicators		
	SPP/APR Indicators		FFY 2020			Previous	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. 	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Disproportionality in the suspension and	*	2.02
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	Met	expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	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	≥ 70.71%	82.20%	Met	Target met. No further action required.	82.86%	82.16%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	≤ 12.00%	7.05%	Met	Target met. No further action required.	6.83%	7.31%
5C	COMAR 13A.05.01.10 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	≤ 6.41%	4.77%	Met	Target met. No further action required.	4.38%	4.60%

¹Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 20	21) Part B li	ndicators		
		10 KG		FFY 2020			Previous	s Results
Re	SPP/APR Indica sults Indicator 🗾 Comp	bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the majo		≥ 60.87%	72.20%	Met	Target met. No further action required.	55.85%	49.47%
6B	COMAR 13A.05.01.10 Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	1.94%	Met	Target met. No further action required.	4.95%	8.98%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	0.43%	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.	NA	NA
7.4	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	85.97%	Met	Target met. No further action required.	84.80%	80.33%
7A	skills Comar 13A.13.01.09	2. Exits within age expectations	≥53.00%	61.00%	Met	Target met. No further action required.	68.75%	68.04%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	84.75%	Met	Target met. No further action required.	80.78%	80.43%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	58.92%	Met	Target met. No further action required.	68.33%	66.67%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	83.50%	Met	Target met. No further action required.	84.31%	80.66%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	66.80%	Met	Target met. No further action required.	70.24%	66.67%

				FFY 20	20 (SFY 202	1) Part B In	dicators		
-		SPP/APR Indica	tors		FFY 2020			Previous	Results
	Res		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
			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.	85%	70.00%
		Parent Survey	Age 6-21	≥72.00%	80%	Met	Target met. No further action required.	76%	71.00%
	8	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Preschool Response Rate	≥26%	16%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		responses	School-Age Response Rate	≥11%	8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	24.15%	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.	33.90%	34.91%
	14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	60.37%	Met	Target met. No further action required.	69.15%	76.36%
		COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	60.68%	Met	Target met. No further action required.	71.19%	76.36%

			FFY 20	020 (SFY 202	1) Part B Ir	ndicators		
	SDD / ADD Indicator			FFY 2020			Previous	Results
Results In	SPP/APR Indicator ndicator Compli	s ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	*	Met		*	3.42
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	0.35
6-21)		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	2020 (SFY 20	21) Part B	ndicators		
	SPP/APR Indicato			FFY 2020			Previou	s Results
Results I		iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.33	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.38	1.45
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.48	Met		0.50	0.49
	inappropriate identification	Black/African American	< 2.00	1.27	Met		1.35	1.35 1.36
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.70	Met		0.93	0.80
- ,	Cell size ≥ 5 N-size is ≥ 20 * Cell size ≤ 5 or	White	< 2.00	1.07	Met		1.00	1.00
	N size is < 20	2 or more races	< 2.00	0.99	Met		1.03	0.93
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.90	Met		0.92	0.95

				FFY 2	2020 ¹ (SF)	7 2021) Part	B Indicator	rs	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	1.76	*	*	*	*	Disproportionality was not identified. No further action required.
	disability categories by race as a result of	Asian	0.78	0.16	*	0.54	0.32	1.50	
	inappropriate identification	Black/African American	1.63	1.33	1.73	0.83	1.37	1.25	
10	$\begin{array}{c} \text{Discreptiney} \\ \text{exists in the} \\ \text{category} \\ \text{Cell size} \geq 5 \end{array}$	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.69	0.88	1.12	1.33	1.37	0.87	
	* Cell size < 5 or N size is < 20	2 or more races	*	0.92	1.15	1.16	0.82	0.99	
	COMAR 13A.08.01.21	Hispanic/Latino	1.59	1.34	0.60	0.80	0.60	0.85	

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		FFY	2020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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 2019 was corrected within one year of the written finding.	99.86%	99.71%
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%

	(Other Data	Consider	ations		
SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	3	NA	1 complaint withdrawn or resolved.	2	6
Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	1	5
Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	1	4
Number of due process hearings filed	NA	13	NA	No further action required.	9	5
Number of due process hearings identified with violations	NA	0	NA	No further action required.	2	0
Fiscal Accountability: Number of findings identified	NA	0	NA	The 1 fiscal finding identified in FFY 2019 was corrected timely.	1	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA

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Division of Early Intervention and Special Education Services

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Percentage of students taking the Alternate Assessment: Science	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	62	NA	71% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	42	NA	100% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

Barbara L. Baker Superintendent Garrett County Board of Education 401 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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Garrett County Board of Education has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
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Mrs. Baker May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM:mj

Attachments

c: Chelsie Manges, Ed.D. Mohammed Choudhury Deann Collins Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	020 (SFY 20	21) Part B	Indicators		
	SPP/APR Ind	licoto			FFY 2020	•		Previous	s Results
Re			ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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2		g data		≤ 2.55%	4.49%	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.	1.94%	2.61%
	State Assessment: Participation rates of	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	IEP students in all	4	Reading	≥ 94.81%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
24	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	0.00%	Not Met	Maryland received a waiver from the US	NA	10.00%
	against grade level	4	Reading	≥ 6.19%	0.00%	Not Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	0.00%
	academic	0	Mathematics	≥ 1.62%	4.00%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	11.11%
3B		8	Reading	≥ 6.36%	0.00%	Not Met	grade-level test was given in the following school	NA	16.65%
	COMAR		Mathematics	$\geq 7.04\%$	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	10.71%
	13A.05.11.05	HS	Reading	≥ 13.84%	8.33%	Not Met	2020 determinations. No further action required.	NA	17.24%

Division of Early Intervention and Special Education Services

				FFY 2	020 (SFY 20	21) Part <u>B</u>	Indicators		
					FFY 2020			Previous	s Results
Re	SPP/APR Ir sults Indicator		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	33.33%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement		Reading	≥ 15.57%	66.67%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	0	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		110	Mathematics	≥ 52.78%	40.00%	Not Met		NA	NA
		HS	Reading	≥ 47.55%	60.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	10.80%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	14.08%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
10	grade level academic achievement	8	Mathematics	≤ 6.41	11.70%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	23.77%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	37.99%	Not Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	50.87%	Not Met		NA	NA

		FFY 2	020 (SFY 20)	21) Part B l	ndicators		
SDD/A	PR Indicators		FFY 2020			Previous	s Result
Results Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FF 201
nondisabled Discrepar Cell size N-size is	≥ 20 < 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.	*	*
Single suspension nondisabled Discrepar Cell size N-size is	≥ 20 < 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.	*	*

¹Local results are based on current data unless otherwise indicated. Garrett County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2020			Previous	s Results		
Re			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018		
5A	Students aged 6-21 whose day (MD SSIS LRE A)	LRE is $\ge 80\%$ of the	≥ 70.71%	79.73%	Met	Target met. No further action required.	79.48%	80.31%		
5B	COMAR 13A.05.01.10Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)COMAR 13A.05.01.10		≤ 12.00%	11.15%	Met	Target met. No further action required.	10.75%	10.31%		
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and		≤ 6.41%	1.69%	Met	Target met. No further action required.	1.30%	1.25%		
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	61.29%	Met	Target met. No further action required.	91.30%	80.00%		
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%		
6C	Students aged 3-5 LRE: Home		≤ 0.33%	6.45%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	NA	NA		
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	100%	Met	Target met. No further action required.	72.73%	76.47%		
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	94.12%	Met	Target met. No further action required.	50.00%	76.00%		

		A	and Date		t County								
	Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021												
	FFY 2020 (SFY 2021) Part B Indicators												
	SPP/APR Indica	tors	-	FFY 2020	_			s Results					
Re	sults Indicator Com	pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018					
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	92.31%	Met	Target met. No further action required.	70.00%	88.89%					
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	88.24%	Met	Target met. No further action required.	50.00%	64.00%					
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.65%	91.67%	Met	Target met. No further action required.	72.73%	84.21%					
7C	meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	94.12%	Met	Target met. No further action required.	57.14%	68.00%					
		Age 3-5	≥85.00%	*	*	No further action required.	*	*					
	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	86%	Met	Target met. No further action required.	79%	80%					
8	based on State mean. * Less than 10 survey	Preschool Response Rate	≥26%	15%	Met	Target met. No further action required.	NA	NA					
	responses	School-Age Response Rate	≥11%	23%	Met	Target met. No further action required.	NA	NA					
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size					
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	*	*	No further action required.	77.27%	61.90%					
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	*	*	No further action required.	86.36%	61.90%					

			FFY 2	020 (SFY 202	21) Part B l	ndicators		
	SDD / ADD Indicato	K C		FFY 2020			Previous Results	
Results I	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
expulsions o ages 6-21 wi by race/ethn Discre exists catego Cell si	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	exists in the	Black/African American	< 2.00	*	Met		*	*
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met	_	*	*
,		2 or more races	< 2.00	*	Met	_	*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

				a on SPP/		rt B Indicators						
	Notice of Performance for the Period July 1, 2020 – June 30, 2021 FFY 2020 (SFY 2021) Part B Indicators											
	SPP/APR Indicators FFY 2020 Previous Resul											
Results I	ndicator 🗖 Compl	iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018				
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*				
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	*	Met		*	*				
	 inappropriate identification Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or 	Black/African American	< 2.00	*	Met		*	*				
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*				
9 (Ages		White	< 2.00	1.00	Met		0.93	1.43				
6-21)	N size is < 20	2 or more races	< 2.00	1.07	Met		1.27	0.85				
	COMAR 13A.08.01.21	Hispani/Latino	< 2.00	1.00	Met		0.80	*				

	FFY 2020 ¹ (SFY 2021) Part B Indicators											
SPP/APR Indicators Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required			
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.			
	disability categories by race as a result of	Asian	*	*	*	*	*	*				
	inappropriate identification	Black/African American	*	*	*	*	*	*				
10	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*				
	N-size is \geq 20	White	0.59	0.8	0.66	0.62	0.45	0.44				
	* Cell size < 5 or N size is < 20	2 or more races	*	*	*	*	*	*				
	COMAR 13A.08.01.21	Hispanic/Latino	*	*	*	*	*	*				

FFY 2020 (SFY 2021) Part B Indicators											
SPP/APR Indicators		FFY 2020			Action Required	Previous Results					
Results I	Results Indicator Compliance Indicator		Local Results ¹	Target Met		FFY 2019	FFY 2018				
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.39%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	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%				

Other Data Considerations											
		FFY 2020			Previous Results						
SPP/APR Indicators Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018					
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	Target met. 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	NA	NA	No further action required.	0	0					
Number of State findings from State complaints corrected in a timely manner	NA	NA	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	0					
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0					
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA					

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	0	NA	0% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	0	NA	0% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

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

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Harford County Public Schools has achieved the determination status of "**Needs Assistance,"** for multiple years.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Bulson May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Michael Thatcher Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 2	021) Par <u>t B</u>	Indicators		
	SPP/APR Inc	dicator	c		FFY 2020			Previous	s Results
Re	esults Indicator C			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	71.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.75%	55.45%
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	opping out (ESSA Option 2 g data for 2019-2020)		≤ 2.55%	3.69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	4.64%	3.86%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	UC	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	5.04%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	9.03%
	against grade level	4	Reading	≥ 6.19%	5.85%	Not Met	statewide assessment for the 2020-2021 school	NA	7.84%
	academic achievement	0	Mathematics	≥ 1.62%	1.55%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	8.90%
3B	standards.	8	Reading	≥ 6.36%	3.64%	Not Met	grade-level test was given in the following school	NA	8.50%
	COMAR		Mathematics	$\geq 7.04\%$	11.63%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	16.75%
	13A.05.11.05	HS	Reading	≥ 13.84%	11.94%	Not Met	2020 determinations. No further action required.	NA	23.08%

				FFY 2	2020 (SFY 2	021) Par <u>t B</u>	Indicators		
	SPP/APR In	dicator	-		FFY 2020			Previous Results	
Re			s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	18.18%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥15.57%	22.73%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	0	Mathematics	≥11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	55.88%	Met		NA	NA
			Reading	≥47.55%	50.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	16.58%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	24.83%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
10	grade level academic achievement	8	Mathematics	≤ 6.41	1.72%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	31.71%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	це	Mathematics	≤ 35.00	54.46%	Not Met	2020 determinations. No further action required.	NA	NA
		HS	Reading	≤ 48.51	55.83%	Not Met		NA	NA

		FFY 2	020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
<mark> </mark>	esults Indicator Compliance Indicator	State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 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. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further	1.50	2.34
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 	≤ 2.00	*	Met	action required.	1.42	2.19
	COMAR 13A.08.03.03 Students acad 6 21 whose LDE is ≥ 800 (of the				Target met. No further action required.		
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	84.01%	Met		83.94%	94.28%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	≤ 12.00%	3.78%	Met	Target met. No further action required.	3.92%	3.73%
	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	≤ 6.41%	7.02%	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.	6.28%	5.88%

¹Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2	2020 (SFY 20	021) Part B	Indicators		
				FFY 2020			Previous	s Results
Re	SPP/APR Indica esults Indicator 🗖 Com		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	53.10%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	63.00%	65.92%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	7.71%	Met	Target met. No further action required.	9.48%	7.36%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.21%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	83.12%	Met	Target met. No further action required.	73.68%	75.80%
7A	skills Comar 13a.13.01.09	skills 2. Exits within age expectations		50.52%	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.	50.00%	55.61%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	83.65%	Met	Target met. No further action required.	75.00%	77.40%
7B	and use of knowledge and skillsSubstantial growth2. Exits within age expectationsCOMAR 13A.13.01.09		≥51.12%	48.97%	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.	52.66%	52.94%

			FFY 2	2020 (SFY 20	21) P <u>art B</u>	ndicators		
		-		FFY 2020			Previous	s Results
Re	SPP/APR Indic esults Indicator 📃 Com	ators opliance Indicator	State Target	StateLocalTargetAction RequiredTargetResults1Met		FFY 2019	FFY 2018	
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	84.78%	Met	Target met. No further action required.	74.66%	79.85%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	62.37%	Met	Target met. No further action required.	61.70%	66.84%
		Age 3-5	≥85.00%	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.	73.00%	84.00%
	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	73%	Met	Target met. No further action required.	71.00%	60.00%
8	based on State mean. * Less than 10 survey responses	Preschool Response Rate	≥26%	24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	11%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	24.28%	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.	17.25%	26.77%
14	left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	63.03%	Met	Target met. No further action required.	63.73%	72.12%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	63.41%	Met	Target met. No further action required.	68.31%	72.12%

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicato	rc		FFY 2020			Previou	s Results
Results			State Target			Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	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	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		3.84	2.58
4B (Ages		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
6-21)		White	< 2.00	*	Met		0.14	0.31
		2 or more races	< 2.00	*	Met		*	2.04
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		1.77	1.03

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2020		Action Required	Previous	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.79	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.61	0.55
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.43	Met		0.39	0.38
	inappropriate identification	Black/African American		1.39	1.40			
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.89	Met		1.00	0.99
,	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.85	Met		0.85	0.85
	N size is < 20	2 or more races	< 2.00	1.02	Met		1.00	0.97
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.05	Met		1.04	1.06

	Harford County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021 FFY 2020 ¹ (SFY 2021) Part B Indicators												
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required				
	Disproportionate representation (≥ 2.0) in	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				
	disability categories by race as a result of	Asian	*	0.15		0.74	0.15	0.86	root causes and evidence-based practices targeted to improve student results.				
	inappropriate identification	Black/African American	2.07	1.50	1.82	0.90	1.58	1.23					
10	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*					
	N-size is \geq 20	White	0.52	0.86	0.69	1.05	0.77	0.88					
	* Cell size < 5 or N size is < 20	2 or more races	1.16	0.79	1.35	1.05	1.19	1.12					
	COMAR 13A.08.01.21	Hispanic/Latino	1.30	1.11	0.77	1.14	0.93	0.90					

		F	FY 2020 (SF	Y 2021) Par	t B Indicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	s Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.04%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	99.07%	99.50%
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%	96.15%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	100%	98.08%
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%

			a on SPP/		y rt B Indicators ly 1, 2020 – June 30, 2021		
			Other D	ata Consi	derations		
	SPP/APR Indicators	FFY 2020			Action Required	Previous Results	
Results in	dicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	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	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	4	4
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	3	3
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	3	3
	Number of due process hearings filed	NA	4	NA	No further action required.	3	13
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	1	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

Harford County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021											
Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA					
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA					
Number of SWD Restraints	NA	32	NA	100% of LEA's restraints were SWD.	NA	NA					
Number of SWD Seclusions	NA	101	NA	99% of LEA's seclusions were SWD.	NA	NA					



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Howard County Public Schools has achieved the determination status of "**Needs Assistance,"** Year Two.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Martirano May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Terri Savage, Ed.D. Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 20	021) Par <u>t B</u>	Indicators		
	SPP/APR Inc	dicator	c		FFY 2020			Previous	s Results
Re	sults Indicator			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	81.99%	Met	Target met. No further action required.	70.47%	67.41%
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	g data fo		≤ 2.55%	0.50%	Met	Target met. No further action required.	0.59%	0.96%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	ШС	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	11.48%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	17.60%
	against grade level	4	Reading	≥ 6.19%	12.34%	Met	statewide assessment for the 2020-2021 school	NA	16.91%
	academic achievement	0	Mathematics	≥ 1.62%	2.90%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	18.33%
3B	standards.	8	Reading	≥ 6.36%	8.94%	Met	grade-level test was given in the following school	NA	15.00%
	COMAR		Mathematics	$\geq 7.04\%$	16.24%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	15.18%
	13A.05.11.05	HS	Reading	≥13.84%	24.19%	Met	2020 determinations. No further action required.	NA	20.62%

				FFY 2	2020 (SF <u>Y 2</u>	021) Part B	Indicators		
	SPP/APR Inc	dicator			FFY 2020			Previou	s Results
Re			s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥10.68%	2.17%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	19.57%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
20	standards.	0	Mathematics	≥11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
3C	C $Reading > 16.55\%$ NA NA and 3D	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA					
		110	Mathematics	≥ 52.78%	63.64%	Met		NA	NA
		HS	Reading	≥47.55%	48.48%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	30.52%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	25.89%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	12.65%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50			Reading	≤ 24.74	36.60%	Not Met	and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	58.54%	Not Met	2020 determinations. No further action required.	NA	NA
		пэ	Reading	≤ 48.51	53.48%	Not Met		NA	NA

		FFY	2020 (SFY 202	21) Part B Ir	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Result
Res	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 201
	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	2.26	2.44
•	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.51	*

			FFY	2020 (SFY 202	21) Part B In	dicators		
				FFY 2020		Action Required	Previous	s Results
<mark></mark> Re	SPP/APR Indica sults Indicator 🗖 Com		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5A	Students aged 6-21 whose day (MD SSIS LRE A) COMAR 13A.05.01.10	LRE is \ge 80% of the	≥ 70.71%	74.65%	Met	Target met. No further action required.	75.96%	76.85%
5B	Students aged 6-21 whose day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 12.00%	2.67%	Met	Target met. No further action required.	2.12%	2.54%
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		≤ 6.41%	6.89%	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.	6.72%	6.80%
6A	COMAR 13A.05.01.16 Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	80.00%	Met	Target met. No further action required.	86.96%	84.35%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	0.18%	Met	Target met. No further action required.	0.21%	0.43%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	65.63%	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.	66.99%	70.37%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	53.47%	Met	Target met. No further action required.	52.31%	51.18%

			FFY 2	2020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indica	ators		FFY 2020			Previous	s Results
Re		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
7B	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.37%	75.86%	Met	Target met. No further action required.	78.38%	77.71%
/В	and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	53.88%	Met	Target met. No further action required.	FFY 2019	55.92%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	79.23%	Met	Target met. No further action required.	77.32%	75.50%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	62.86%	Met	Target met. No further action required.	61.15%	63.03%
		Age 3-5	≥85.00%	87%	Met	Target met. No further action required.	88%	82%
	Parent Survey	Age 6-21	≥72.00%	75%	Met	Target met. No further action required.	77%	69%
8	Note: Response Rate targets based on State mean.	Preschool Response Rate	≥26%	10%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	* Less than 10 survey responses	School-Age Response Rate	≥11%	9%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	46.84%	Met	Target met. No further action required.	47.62%	49.31%
14	effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	71.84%	Met	Target met. No further action required.	74.15%	79.66%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	71.84%	Met	Target met. No further action required.	75.85%	79.66%

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicityNativeDiscrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 Black/African American* Cell size < 5 or N size is < 20Native Hawaiian/Pac Islander			FFY 2020		Action Required	Previou	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	(≥ 2.0) in the rate of	Indian/Alaska	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 with IEPs	Asian	< 2.00	*	Met		*	*
	exists in the category Cell size ≥ 5	Black/African American	< 2.00	*	Met		*	3.92
		Hawaiian/Pacific	< 2.00	*	Met		*	*
4B (Ages 6-21)		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2020	•	Action Required	Previou	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.10	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.17	1.44
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.44	Met		0.44	0.44
	inappropriate identification	Black/African American	< 2.00	1.67	Met		2019 2018 1.17 1.44	
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		0.64	0.98
,	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.98	Met		1.00	0.98
	N size is < 20	2 or more races	< 2.00	0.95	Met		0.97	0.99
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.15	Met		1.18	1.19

				FFY 2	020 ¹ (SFY	' 2021) Part	B Indicator	S	
	SPP/APR Ind Compliance Indic		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Other Health Impairments was identified. Submit an Improvement Plan within 30
	disability categories by race as a result of	Asian	0.52	0.18	0.13	0.40	0.23	0.73	days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	inappropriate identification	Black/African American	1.81	1.93	1.88	1.27	2.25	1.54	
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	Cell size ≥ 5 N-size is \geq 20	White	0.75	0.92	1.36	1.19	1.02	0.98	
	* Cell size < 5 or N size is < 20	2 or more races	0.73	1.00	1.69	0.88	0.88	1.08	
	COMAR 13A.08.01.21	Hispanic/Latino	1.51	1.58	0.61	1.42	0.94	0.67	

		FFY 20	020 (SFY 202	21) Part B li	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	Indicator Compliance Indicator	State	Local	Target		FFY	FFY
		Target	Results ¹	Met		2019	2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.82%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	97.59%	97.96%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

¹Local results are based on current data unless otherwise indicated. Howard County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

	0	ther Data	Considera	tions		
SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results Indicator Compliance Indicato	or State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
Timely correction of noncompliance (Specific actions required are embedde within each Results and Compliance Indicator and used to establish local determination status)	d 100%	<100%	Not Met	Correction of noncompliance for 3 fiscal findings was not completed within 1 year of notification as required by OSEP Memo 09-02.	<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%	Not Met	Untimely Maintenance of Effort (MOE) and Excess Cost submissions.	100%	100%
Number of State complaints filed	NA	5	NA	5 complaints received.	8	7
Number of State complaints identified with violation(s)	NA	5	NA	5 complaints required corrective action.	4	1
Number of State findings from State complaints corrected in a timely manned	er NA	1	NA	4 corrective actions not yet due at this time.	0	0
Number of due process hearings filed	NA	13	NA	No further action required.	10	15
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	NA	No further action required.	3	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

¹Local results are based on current data unless otherwise indicated. Howard County Annual Data FFY 2020 Maryland State Department of Education

Division of Early Intervention and Special Education Services

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	105	NA	78% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	150	NA	93% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

Dr. Karen M. Couch Superintendent Kent County Public Schools 700 Glasgow Street Cambridge, MD 21629

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Kent County Public Schools has achieved the determination status of "**Needs Assistance,"** Year One.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Couch May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Wendy Keen Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	020 (SFY 20	21) Part B	Indicators		
	Students with IEPs graduating with a regul diploma - Annual 618 Data (lag data based 2019-2020)COMAR 13A.03.02.09 COMAR 13A.05.01.01Students with IEPs dropping out (ESSA Op leaver rate based on lag data for 2019-2020)COMAR 13A.08.01.01State Assessment: Participation rates of IEP students in all grades in the LEAA Mathemati Reading Mathemati			FFY 2020			Previous	Results	
Re				State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Its IndicatorCompliance IndicatorStudents with IEPs graduating with a regular diploma - Annual 618 Data (lag data based or 2019-2020)COMAR 13A.03.02.09 COMAR 13A.05.01.01Students with IEPs dropping out (ESSA Optileaver rate based on lag data for 2019-2020)COMAR 13A.08.01.07State Assessment: Participation rates of IEP students in all grades in the LEACOMAR 13A.05.11.05Reading HSProficiency rate for children with IEPsProficiency rate for children with IEPs4Mathematics Reading		≥ 73.35%	73.33%	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.	73.33%	80.00%	
2	leaver rate based on lag	g data fo		≤ 2.55%	3.80%	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.	1.22%	1.23%
			Mathematics	≥94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	IEP students in all	4	Reading	≥94.81%	NA	NA	statewide assessment for the 2020-2021 school	NA NA	NA
24	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	110	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	0.00%	Not Met	Maryland received a waiver from the US	NA	0.00%
	against grade level	4	Reading	≥ 6.19%	0.00%	Not Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	0.00%
	academic achievement	0	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	5.88%
3B	standards.	8	Reading	≥ 6.36%	6.25%	Not Met	grade-level test was given in the following school	NA	5.88%
	COMAR		Mathematics	≥ 7.04%	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	1.22%NANANANANANANANANANANA	6.25%
	13A.05.11.05	HS	Reading	≥13.84%	5.56%	Not Met	2020 determinations. No further action required.		7.69%

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_				FFY 2	020 (SFY 20	021) Part B	ndicators		
		diastaus			FFY 2020			Previous	s Results
Re	SPP/APR In sults Indicator 🗖 C		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	0.00%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
20	standards.	0	Mathematics	≥ 11.23%	NA	NA		NA	NA
3C	C COMAR Reading 13A.05.11.05	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA	
		HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
		пъ	Reading	≥47.55%	100%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	9.43%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	20.75%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	20192018NANANANANANANANANANANANANANA	
10	grade level academic achievement	8	Mathematics	≤ 6.41	2.17%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	22.17%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	28.13%	Met	2020 determinations. No further action required.	NA	NA
		нз	Reading	≤ 48.51	54.12%	Not Met		NA	NA

FFY 2020 (SFY 2021) Part B Indicators										
	CDD (ADD Indicators		FFY 2020			Previous Result				
SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2013			
	 Multiple suspensions (> 10 days): Disabled vs nondisabled 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.	*	*			
IA	 Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 200MAR 13A.08.03.03 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.	0.63	*			
БА	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	83.06%	Met	Target met. No further action required.	79.83%	78.4			
БB	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	12.50%	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.	11.79%	14.60			
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	≤ 6.41%	1.61%	Met	Target met. No further action required.	2.66%	1.72			

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

Kent County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 20	21) Part B l	ndicators		
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2020			Previous Results	
			State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018
	COMAR 13A.05.01.10 COMAR 13A.05.01.16							
6A	Students aged 3-5 LRE: Services in regular early		≥ 60.87%	73.33%	Met	Target met. No further action required.	100%	94.44%
6B	COMAR 13A.05.01.10 Students aged 3-5 LRE: Separate School or Class 6B		≤ 20.92%	0.00%	Met	Target met. No further action required.	0.00%	2.78%
6C	COMAR 13A.05.01.10 Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	100%	Met	Target met. No further action required.	66.67%	83.33%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥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.	36.36%	66.67%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	100%	Met	Target met. No further action required.	77.78%	66.67%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	25.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	63.64%	44.44%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	100%	Met	Target met. No further action required.	70.00%	87.50%
7C	appropriate behavior to meet their needs. 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.	36.36%	44.44%

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators			FFY 2020			Previous Results			
Re	Results Indicator Compliance Indicator		State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018		
	Parent Survey	Age 3-5	≥85.00%	89%	Met	Target met. No further action required.	*	*		
	Note: Response Rate targets	Age 6-21	≥72.00%	77%	Met	Target met. No further action required.	79%	73.00%		
8	based on State mean.	Preschool Response Rate	≥26%	46%	Met	Target met. No further action required.	Met	Met		
	* Less than 10 survey responses	School Age Response Rate	≥11%	25%	Met	Target met. No further action required.	Met	Met		
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size		
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	*	*	No further action required.	83.33%	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	≥56.63%	*	*	No further action required.	91.67%	Small cell size		

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators			FFY 2020		Action Required	Previous Results			
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018			
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*		
	expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the	Asian	< 2.00	*	Met		*	*		
		Black/African American	< 2.00	*	Met		*	*		
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*		
4B (Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*		
		2 or more races	< 2.00	*	Met		*	*		
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*		

Kent County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021											
FFY 2020 (SFY 2021) Part B Indicators SPP/APR Indicators											
SPP/APR Indicators Results Indicator Compliance Indicator		State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018				
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the identification of SWD by race/ethnicity was identified for Black/African American students. Submit an Improvement Plan	*	*			
	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	Asian	< 2.00		Met	within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.	*	*			
		Black/African American	< 2.00	2.12	Not Met		1.96	1.91			
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		*	*			
- ,		White	< 2.00	0.63	Met		0.66	0.75			
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.73	Met		0.81	0.59			
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.8	Met		0.75	0.66			

	FFY 2020 ¹ (SFY 2010) Part B Indicators											
— c	SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required			
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Specific Learning Disabilities and Other Health Impairments was identified.			
	disability categories by race as a result of inappropriate identification Discrepancy exists in the category Cell size \geq 5 N-size is \geq 20 * Cell size < 5 or N size is < 20	Asian	*	*	*	*	*	*	Disproportionality for White students with Autism was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root			
		Black/African American	*	2.86	*	0.95	2.38	*	causes and evidence-based practices targeted to improve student results.			
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*				
10		White	0.61	0.46	0.74	1.18	0.71	2.21				
		2 or more races	*	0.95	*	*	*	*				
		Hispanic/Latino	*	0.65	*	1.27	*	*				
	COMAR 13A.08.01.21											

		FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020	-	Action Required	Previou	s Results
Results In	dicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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.	NA	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%	98.00%	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%

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

Kent County Annual Data FFY 2020

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

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	0	ther Data	Considera	ations		
SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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%	Not Met	Untimely submission of Maintenance of Effort (MOE).	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	NA	NA	No further action required.	0	0
Number of State findings from State complaints corrected in a timely manner	NA	NA	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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	0	NA	LEA reported no restraints.	NA	NA
Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

Dr. Monifa B. McKnight Interim Superintendent Montgomery County Public Schools 850 Hungerford Drive Rockville, MD 20850

Dear Dr. McKnight:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Montgomery County Public Schools has achieved the determination status of "**Needs Assistance,"** Year Two.

Attached please find supporting documents:

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Dr. McKnight May 23, 2022 Page Two

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Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Philip Lynch Gwen Mason, Ed.D. Julie Hall Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	020 (SFY 20)	21) Part B	Indicators		
	SPP/APR Ind	licato			FFY 2020			Previous	s Results
Re			ance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	diploma - Annual 618 2019-2020) COMAR 13A.03.02.09	COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≥ 73.35%	79.90%	Met	Target met. No further action required.	69.88%	68.81%
2	Students with IEPs dro	pping g data :		≤ 2.55%	1.37%	Met	Target met. No further action required.	2.28%	2.10%
	State Assessment: Participation rates of	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	IEP students in all	4	Reading	≥94.81%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
3A	grades in the LEA	8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
ЗA	COMAR	8	Reading	$\geq 76.09\%$	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	HS	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		пз	Reading	\geq 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	13.62%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	18.98%
	against grade level	4	Reading	≥ 6.19%	11.03%	Met	statewide assessment for the 2020-2021 school	NA	14.68%
	academic achievement	8	Mathematics	≥ 1.62%	2.22%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	16.54%
3B	standards.	δ	Reading	≥ 6.36%	14.03%	Met	grade-level test was given in the following school	NA	17.16%
	COMAR		Mathematics	≥ 7.04%	11.99%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	13.94%
	13A.05.11.05	HS	Reading	≥13.84%	22.91%	Met	2020 determinations. No further action required.	NA	25.90%

				FFY 20	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR In	dicators			FFY 2020			Previous	
Re			nce Indicator			Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	8.55%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	18.95%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	54.24%	Met		NA	NA
		115	Reading	≥ 47.55%	38.98%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	23.67%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against		Reading	≤ 17.41	26.11%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	10.29%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50	standards.		Reading	≤ 24.74	31.16%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	45.55%	Not Met	2020 determinations. No further action required.	NA	NA
		115	Reading	≤ 48.51	50.51%	Not Met		NA	NA

		FFY 20	020 (SFY 202	21) Part B I	ndicators		
	Indicators		FFY 2020			Previous	s Result
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 201
nondisabled Discrepancy Cell size ≥ 5 N-size is $\geq 2^{-1}$	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.	2.88	5.6
nondisabled Discrepancy Cell size ≥ 5 N-size is $\geq 2^{-1}$	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.	7.49	2.3
	whose LRE is $\ge 80\%$ of the $\ge A$)	≥ 70.71%	67.11%	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.	67.32%	67.4

¹Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY <u>2</u> 0	21) Part B l	ndicators		
		•		FFY 2020			Previous	s Results
Re	SPP/APR Indica sults Indicator 🔲 Comp	bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
5B	Students aged 6-21 whose day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 12.00%	14.56%	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.	14.04%	14.02%
5C	Students aged 6-21 whose public/private day and resi home and hospital facilitie COMAR 13A.05.01.10 and 0	dential facilities and s	≤ 6.41%	5.72%	Met	Target met. No further action required.	5.91%	5.75%
6A	Students aged 3-5 LRE: Services in regular early		≥ 60.87%	26.85%	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.	36.92%	34.61%
6B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	47.91%	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.	46.56%	48.90%
6C	Students aged 3-5 LRE: H	ome	$\leq 0.33\%$	0.20%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved	1. Exits with substantial growth	≥68.78%	76.51%	Met	Target met. No further action required.	67.80%	63.86%
7A	positive social-emotional skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	44.48%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	48.34%	50.41%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	77.57%	Met	Target met. No further action required.	70.28%	66.88%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	42.69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	46.64%	49.17%

			FF <u>Y</u> 2	020 (SFY 202	21) Part <u>B Ir</u>	ndicators		
	SPP/APR Indica	10 KG		FFY 2020			Previou	s Results
Res		bliance Indicator	State Target	Local Results ¹	Target Action Required		FFY 2019	FFY 2018
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.65%	75.67%	Met	Target met. No further action required.	72.24%	70.56%
7C	meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	54.05%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	58.94%	60.17%
	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.	83%	82.00%
8	Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	74%	Met	Target met. No further action required.	73%	70.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	47%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	13%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary	A. Higher ED w/in 1 year of leaving HS	≥24.87%	42.34%	Met	Target met. No further action required.	44.67%	45.66%
14	school, had IEPs in effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	63.03%	Met	Target met. No further action required.	70.70%	72.78%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	63.11%	Met	Target met. No further action required.	71.20%	74.38%

			FFY 2	020 (SFY 202	21) Part B l	ndicators		
	SPP/APR Indicator			FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	$\begin{array}{c} \text{Exist in the} \\ \text{category} \\ \text{Cell size} \geq 5 \\ \text{Netroise} \geq 20 \end{array}$	Black/African American	< 2.00	*	Met		4.93	4.33
4B (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		0.74	0.68

			FFY 20	20 (SFY 2021)) Part B Ind	licators		
_	SPP/APR Indicators			FFY 2020		Action Required	Previou	s Results
Results Indi	icator Complian	nce Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.96	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.06	1.09
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.52	Met		0.51	0.51
		Black/African American	< 2.00	1.31	Met		1.31	1.29
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacifi c Islander	< 2.00	0.85	Met		0.74	0.89
,	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.93	Met		0.93	0.92
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.89	Met		0.88	0.85
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.16	Met		1.17	1.21

			FF	Y 2020 ¹ (S	SFY 2021) Pa	rt B Indicat	ors:	
SPP/APR Indi		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	1.07	3.12	*	0.74	*	Disproportionality for American Indian/Alaska Native with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this
disability categories by race as a result of	Asian	0.61	0.25	0.17	0.71	0.32	1.02	letter. Identify the root causes and evidence-based practices targeted to improve student results.
inappropriate identification	Black/African American	1.87	1.13	1.81	1.01	1.48	1.40	
Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
Cell size ≥ 5 N-size is \geq 20	White	0.51	0.70	1.32	1.08	1.37	1.23	
* Cell size < 5 or N size is < 20	2 or more races	0.70	0.61	1.34	1.12	1.05	1.08	
COMAR 13A.08.01.21	Hispanic/Latino	1.24	1.97	0.68	1.06	0.8	0.57	

		FF	Y 2020 (SFY	2021) Part	B Indicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator Compliance Indicator	State Target	Local	Target		FFY	FFY
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06 Percentage of eligible children exiting		Results1 98.09%	Met Not Met	Target not met. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was not corrected within one year of the written finding. Submit a Corrective Action Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within ASAP.	2019 97.62%	2018 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%	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%	98.00%	Not Met	Target not met. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was not corrected within one year of the written finding. Submit a Corrective Action Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within ASAP.	92.00%	64.16%

		Other Da	ta Consid	erations		
SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Correction of noncompliance for Indicators 11 and 13 was not completed within 1 year of notification as required by OSEP Memo 09-02.	<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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	11	NA	7 complaints withdrawn or resolved.	18	21
Number of State complaints identified with violation(s)	NA	4	NA	4 complaints required corrective action.	15	13
Number of State findings from State complaints corrected in a timely manner	NA	3	NA	1 corrective action not yet due at this time.	10	6
Number of due process hearings filed	NA	60	NA	No further action required.	85	75
Number of due process hearings identified with violations	NA	6	NA	No further action required.	5	0
Fiscal Accountability: Number of findings identified	NA	0	NA	The 3 fiscal findings identified in FFY 2019 was corrected timely.	3	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	63	NA	97% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	73	NA	100% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

Dr. Monica E. Goldson Chief Executive Officer Prince George's County Public Schools 14201 School Lane Upper Marlboro, MD 20722

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Prince George's County Public Schools has achieved the determination status of "**Needs Assistance,"** Year Two.

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Dr. Goldson May 23, 2022 Page Two

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Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Trinell Bowman Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	20 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Inc	licator			FFY 2020			Previous	s Results
Res			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Option leaver rate based on lag data for 2019-2020)			≥ 73.35%	72.75%	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.	63.80%	66.32%
2		ng data f		≤ 2.55%	5.37%	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.	1.94%	6.18%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all		Reading	\geq 94.81% NA NA	NA	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA	
2.4	grades in the LEA		Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	110	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	2.37%	Not Met	Maryland received a waiver from the US	NA	8.48%
	children with IEPs against grade level	4	Reading	≥ 6.19%	2.81%	Not Met	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	7.42%
	academic achievement		Mathematics	≥ 1.62%	1.33%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	6.00%
3B	standards.	8	Reading	≥ 6.36%	$\geq 6.36\%$ 4.20% Not N		grade-level test was given in the following school	NA	4.65%
	COMAR		Mathematics	≥ 7.04%	2.27%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	9.01%
	13A.05.11.05	HS	Reading	≥ 13.84%	8.45%	Not Met	2020 determinations. No further action required.	NA	11.20%

				FF <u>Y 2</u>	020 (SFY 20	021) Part B	Indicators		
		licotore			FFY 2020			Previous	s Results
Re	SPP/APR Inc sults Indicator Co		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	4.11%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	2019 2018 NA NA	
30	COMAR 13A 05 11 05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.		
	I3A.05.11.05	Mathematics	≥ 52.78%	37.10%	Not Met		NA	NA	
		пз	Reading	≥ 47.55%	41.94%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	4.14%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	10.63%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	2.36%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50		0	Reading	≤ 24.74	17.02%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	110	Mathematics	≤ 35.00	23.89%	Met	2020 determinations. No further action required.	NA	NA
		HS	Reading	≤ 48.51	40.86%	Met		NA	NA

		FFY 202	20 (SFY 202	1) Part B In	dicators		
			FFY 2020			Previous	Results
Res	SPP/APR Indicators sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	1.98	4.05
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	3.36	1.71
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	72.97%	Met	Target met. No further action required.	72.36%	71.31%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	13.89%	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.	13.72%	13.58%
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	≤ 6.41%	9.20%	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.	9.49%	9.65%

¹Local results are based on current data unless otherwise indicated. Prince George's County Annual Data FFY 2020 Maryland State Department of Education

Division of Early Intervention and Special Education Services

				FFY 202	0 (SFY 2021	L) Part B Ind	licators		
					FFY 2020			Previous	Results
	Re	SPP/APR Indices Soults Indicato Con	cators npliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6	δA	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	65.00%	Met	Target met. No further action required.	61.71%	62.54%
6	B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	19.88%	Met	Target met. No further action required.	17.15%	15.65%
6	iC	Students aged 3-5 LRE: H	lome	≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
		Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	72.77%	Met	Target met. No further action required.	70.63%	69.14%
7	'A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	43.86%	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.	43.77%	46.71%
		Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	82.02%	Met	Target met. No further action required.	80.24%	79.76%
7	Β	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	42.25%	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.	43.89%	45.89%
-	'C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	69.27%	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.	69.57%	72.30%
/	C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	50.29%	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.	52.04%	53.13%

¹Local results are based on current data unless otherwise indicated. Prince George's County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 202	21) Part B Ir	ndicators		
		1		FFY 2020			Previous	Results
Re	SPP/APR Indica sults Indicator Com	pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	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.	81.00%	82.00%
8	Parent Survey Note: Response Rate targets based on State mean.	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.	64.00%	65.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	25%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
		School-Age Response Rate	≥11%	8%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	18.86%	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.	22.08%	23.50%
14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	48.04%	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.	51.29%	57.29%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	48.53%	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.	54.94%	57.29%

			FFY 2	.020 (SFY 202	21) Part B I	ndicators		
_	SPP/APR Indicator	'S		FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator E Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		3.45	4.36
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		0.78	0.33
6-21)		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		0.26	0.27

	N		al Data o		PR Part	nty B Indicators 1, 2020– June 30, 2021		
			FFY 2020) (SFY 2021)	Part B Indi		Previous	Deculto
Results	SPP/APR Indicato Indicator Compl	rs liance Indicator	State Target	FFY 2020 Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.16	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.26	1.14
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.62	Met		0.64	0.61
	inappropriate identification	Black/African American	< 2.00	1.38	Met	_	1.40	1.33
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.60	Met		0.58	0.48
0 21)	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	1.17	Met		1.18	1.22
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.02	Met		0.97	0.99
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.71	Met		0.70	0.74

		Notice				Period J			s ne 30, 2021
				FFY 202	20 ¹ (SFY 2	2021) Part B	Indicators		
	SPP/APR Indie Compliance Indicat		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	1.33	*	*	*	1.12	Disproportionality for Black/African American students with Emotional Disabilities was identified. Disproportionality for White students with
	disability categories by race as a result of	Asian	0.61	0.27	0.29	0.61	0.27	1.33	Speech/Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and
	inappropriate identification	Black/African American	1.48	1.09	3.90	1.42	1.96	1.81	evidence-based practices targeted to improve student results.
10	Discrepancy exists in the category Cell size > 5	Native Hawaiian/ Pacific Islander	*	0.82	*	*	*	*	
	N-size is \geq 20	White	0.59	0.89	1.39	2.05	1.22	1.54	
	* Cell size < 5 or N size is < 20	2 or more races	0.94	0.65	0.84	1.58	0,92	1.54	
	COMAR 13A.08.01.21	Hispanic/Latino	0.74	1.02	0.2	0.58	0.5	0.42	

		FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	ıs Results
Results II	ndicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days.	100%	98.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence- based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	98.72%	98.47%
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.		
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	100%	100%
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	10070	10078	wiet		10070	10078
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements				Target met. No further action required.		
		100%	100%	Met		100%	100%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						

	Ot	her Data C	onsiderat	tions		
SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	37	NA	4 complaints withdrawn or resolved.	52	65
Number of State complaints identified with violation(s)	NA	32	NA	30 complaints required corrective action.	25	35
Number of State findings from State complaints corrected in a timely manner	NA	22	NA	8 corrective actions are not yet due at this time.	15	25
Number of due process hearings filed	NA	18	NA	No further action required.	38	69
Number of due process hearings identified with violations	NA	0	NA	No further action required.	1	1
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA

Prince George's County Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020– June 30, 2021										
Percentage of students t Alternate Assessment: S	-1 00/	0.8%	Met	Target met. No further action required.	NA	NA				
Number of SWD Restra	ints NA	5	NA	100% of LEA's restraints were SWD.	NA	NA				
Number of SWD Seclus	sions NA	NA	NA	LEA reported no seclusions.	NA	NA				



May 23, 2022

Dr. Patricia Saelens Superintendent Queen Anne's County Board of Education 202 Chesterfield Avenue Centerville, MD 21617

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 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 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Saelens May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Joeleen Smith Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	020 (SFY 20	21) P <u>art B</u>	Indicators		
		leatore		FFY 2020 ¹				Previous Results	
Res	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 73.35%	82.05%	Met	Target met. No further action required.	80.00%	81.08%	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	0.00%	Met	Target met. No further action required.	0.52%	0.96%	
	State Assessment:	s of 4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	Participation rates of IEP students in all		Reading	≥ 94.81%	NA	NA		NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA		NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05	HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	\geq 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	27.03%
	against grade level	4	Reading	≥ 6.19%	1.59%	Not Met		NA	14.86%
	academic achievement	0	Mathematics	≥ 1.62%	0.00%	Not Met		NA	13.33%
3B	standards.	8	Reading	≥ 6.36%	1.85%	Not Met		NA	18.67%
	COMAR		Mathematics	$\geq 7.04\%$	6.45%	Not Met		NA	10.34%
	13A.05.11.05	110		≥13.84%	9.38%	Not Met	2020 determinations. No further estimated	NA	11.11%

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

_		_		FF <u>Y 2</u>	020 (SFY <u>2(</u>)21) Part B	Indicators		
					FFY 2020¹			Previous Results	
Re	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018	
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Mathematics	≥ 10.68%	33.33%	Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		4	Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
			Mathematics	≥ 52.78%	100%	Met		NA	NA
		пз	Reading	≥ 47.55%	100%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	25.50%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05		Reading	≤ 17.41	24.42%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D		8	Mathematics	≤ 6.41	5.25%	Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
			Reading	\leq 24.74	30.22%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	57.85%	Not Met		NA	NA
			Reading	≤ 48.51	56.53%	Not Met		NA	NA

		FFY 2	.020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020			Previous Results	
Re			Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 * Cell size < 5 or N size is < 20 	Target ≤ 2.00 ≤ 2.00	*	Met	 Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. 	*	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) 5COMAR 13A.05.01.15	≥ 70.71%	85.09%	Met	Target met. No further action required.	85.83%	87.77%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)	≤ 12.00%	8.25%	Met	Target met. No further action required.	8.12%	6.99%
5C	COMAR 13A.05.01.10 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	≤ 6.41%	2.03%	Met	Target met. No further action required.	1.65%	0.94%

			FF <u>Y</u> 2	020 (SFY 20)21) Part B I	ndicators		
	SPP/APR Indicato		FFY 2020				Previous Results	
Re	Results Indicator Compliance Indicator		State Target	Local Target Results ¹ Met		Action Required	FFY 2019	FFY 2018
6A	6A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the dayCOMAR 13A.05.01.10		≥ 60.87%	44.44%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	48.46%	55.17%
6B	Students aged 3-5 LRE: Separ COMAR 13A.05.01.10	≤20.92%	25.40%	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.	26.92%	24.14%	
6C	Students aged 3-5 LRE: Home		\leq 0.33%	1.59%	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.	NA	NA
7A		. Exits with ubstantial growth	≥68.78%	62.07%	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.	68.42%	94.44%
		2. Exits within age expectations	≥53.00%	60.00%	Met	Target met. No further action required.	31.82%	71.43%
7B	0	. Exits with ubstantial growth	≥72.37%	65.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	90.48%	75.56%
		2. Exits within age expectations	≥51.12%	55.56%	Met	Target met. No further action required.	36.36%	51.02%
7C		. Exits with ubstantial growth	≥71.65%	68.97%	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.	68.42%	90.63%
		2. Exits within age expectations	≥59.48%	62.22%	Met	Target met. No further action required.	50.00%	71.43%

			FFY 2	020 (SFY 202	21) Part <u>B</u> Ir	ndicators		
	SPP/APR Indicators			FFY 2020			Previous Results	
Res	Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	D	Age 3-5	≥85.00%	88%	Met	Target met. No further action required.	88%	88.00%
	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	80%	66.00%
8	based on State mean. * Less than 10 survey responses	Preschool Response Rate	≥26%	31%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	24%	Met	Target met. No further action required.	NA	NA
	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	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	36.11%
14		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	53.85%	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.	68.75%	77.78%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	58.97%	Met	Target met. No further action required.	78.13%	77.78%

			FFY 2	020 (SFY 202	21) Part B l			
_	SPP/APR Indicator			FFY 2020		Action Required	Previou	s Results
Results II	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21							

			nual Data		APR Pa	inty rt B Indicators ily 1, 2020– June 30, 2021		
			FFY 2	2020 (SFY 20	21) Part B		Draviaw	Deculto
Results	SPP/APR Indicato	rs pliance Indicator	State Target	FFY 2020 Local Results ¹	Target Met	Action Required	FFY 2019	s Results FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	1.45	Met		* * 1.36 1.07 1.82 1.81	1.07
	inappropriate identification	Black/African American	< 2.00	1.92	Met			1.81
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
,	(Ages exists in the	White	< 2.00	0.92	Met		0.91	0.89
		2 or more races	< 2.00	0.87	Met		0.78	0.79
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.70	Met		0.76	0.84

				FFY 20	020 ¹ (SFY	2021) Part I	B Indicators	;	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Autism was identified.
	disability categories by race as a result of	Asian	*	1.98	*	3.66	*	*	Disproportionality for Asian students Speech or Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of
	inappropriate identification	Black/African American	3.10	2.71	*	0.93	1.35	3.62	this letter. Identify the root causes and evidence- based practices targeted to improve student results.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	Cell size ≥ 5 N-size is \geq 20	White	0.95	0.64	0.51	1.38	1.16	0.74	
	* Cell size < 5 or N size is < 20	2 or more races	*	1.18	*	*	1.35	*	
	COMAR 13A.08.01.21	Hispanic/Latino	*	0.83	*	0.75	0.48	*	

_	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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 is required. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	99.43%	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%

	0	ther Data	Consider	ations		
SPP/APR Indicators		FFY 2020		Action Required	Previou	is Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	1	NA	No further action required.	0	4
Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	2
Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action identified in FFY 2020 is not due at this time.	0	1
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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further Action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.5%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.5%	Met	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.6%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	4	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the St. Mary's County Public Schools has achieved the determination status of "**Needs Assistance,"** Year Two.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr Scott Smith May 23, 2022 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 St. Mary's County Public Schools has been assigned the "**Targeted**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Targeted tier will receive a comprehensive monitoring from the DEI/SES every other year.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Scott Szczerbiak Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 2	021) P <u>art B</u>	Indicators		
	SPP/APR Inc	diaatar			FFY 2020			Previou	s Results
Re	esults Indicator C			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≥ 73.35%	73.87%	Met	Target met. No further action required.	71.13%	73.03%
2		g data fo		≤ 2.55%	1.85%	Met	Target met. No further action required.	3.83%	2.43%
	State Assessment:	1 1 1 1 1 1 1 1 1 1	Maryland received a waiver from the US	NA	NA				
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
24	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	ЦС	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	7.04%	Met	Maryland received a waiver from the US	NA	12.26%
	against grade level	4	Reading	≥ 6.19%	2.82%	Not Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	7.74%
	academic achievement	8	Mathematics	≥ 1.62%	2.04%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA NA ed NA NA I NA NA Participation NA 12.26 NA 12.26 NA I NA 10.714 I NA 10.714 I NA 10.714 I NA 14.944	10.71%
3B	standards.	0	Reading	≥ 6.36%	6.67%	Met	grade-level test was given in the following school	NA	7.75%
	COLUD		Mathematics	$\geq 7.04\%$	14.94%	Met	year. As such, Assessment Indicators 3A, 3B, 3C,	NA	14.94%
	COMAR 13A.05.11.05	HS	Reading	≥ 13.84%	15.46%	Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	11.76%

Division of Early Intervention and Special Education Services

				FFY 2	2020 (SFY 2	021) Par <u>t B</u>	Indicators		
			_		FFY 2020			Previous	s Results
Re	SPP/APR In sults Indicator 📃 C		s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic	4	Reading	≥ 15.57%	6.67%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
		Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA	
30	COMAR 13A.05.11.05	0	Reading	≥16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		COMAR 3A.05.11.05 HS	Mathematics	≥ 52.78%	57.14%	Met		NA	NA
		пэ	Reading	≥ 47.55%	42.86%	Not Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	18.54%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	23.43%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	8.62%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
20		Ű	Reading	≤ 24.74	29.18%	Not Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	43.01%	Not Met	2020 determinations. No further action required.	NA	NA
		115	Reading	≤48.51	52.90%	Not Met		NA	NA

		FFY 2	.020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
<mark> </mark>	esults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	2.97	*
44	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.70	*
	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	≥ 70.71%	77.71%	Met	Target met. No further action required.	76.64%	74.75%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	≤ 12.00%	9.82%	Met	Target met. No further action required.	9.71%	11.40%
5C	COMAR 13A.05.01.10 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	≤ 6.41%	2.06%	Met	Target met. No further action required.	1.92%	1.69%

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

St. Mary's County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY 2	2020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicato	orc		FFY 2020			Previous	s Results
Re	·	iance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Serv childhood setting the majorit COMAR 13A.05.01.10		≥ 60.87%	74.42%	Met	Target met. No further action required.	77.11%	71.20%
6B	Students aged 3-5 LRE: Sepa COMAR 13A.05.01.10	arate School or Class	\leq 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C			$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA
7A		. Exits with ubstantial growth	≥68.78%	55.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	61.67%	71.67%
/A		2. Exits within age expectations	≥53.00%	28.13%	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.	37.88%	34.38%
7B	8	. Exits with ubstantial growth	≥72.37%	60.66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	63.93%	64.52%
/B		2. Exits within age expectations	≥51.12%	32.81%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	31.82%	32.81%
7C		. Exits with ubstantial growth	≥71.65%	65.08%	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.	68.85%	74.19%
		2. Exits within age expectations	≥59.48%	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.	50.00%	40.63%

			FFY 2	2020 (SFY 20)21) Part B I	Indicators		
	SPP/APR Indic	atora		FFY 2020			Previou	s Results
📃 Re	sults Indicator Com		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	100%	Met	Target met. No further action required.	86%	82%
	Parent Survey	Age 6-21	≥72.00%	83%	Met	Target met. No further action required.	68%	74%
8	Note: Response Rate targets based on State mean.	Preschool Response Rate	≥26%	28%	Met	Target met. No further action required.	NA	NA
	* Less than 10 survey responses	School-Age Response Rate	≥11%	9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	24.32%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	15.60%	22.92%
14	left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	56.76%	Met	Target met. No further action required.	59.63%	58.33%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	56.76%	Met	Target met. No further action required.	65.14%	58.33%

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2020		Action Required	Previou	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
4B		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
(Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

					'APR Pa	ty rt B Indicators ly 1, 2020 – June 30, 2021		
	SPP/APR Indicato		FFY	2020 (SFY 20 FFY 2020	21) Part B	Indicators Action Required	Proviou	s Results
Results		oliance Indicator	State Local Target Target Results ¹ Met		-		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.37	Met		0.45	0.38
	inappropriate identification	Black/African American	< 2.00	1.44	Met		1.42	1.55
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
,	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.82	Met		0.84	0.81
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.12	Met		1.11	1.11
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.88	Met		0.86	0.78

				F	FY 2020 ¹	(SFY 2021)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	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
	disability categories by race as a result of	Asian	*	*	*	*	*	0.90	root causes and evidence-based practices targeted to improve student results.
	inappropriate identification	Black/African American	2.00	1.52	1.66	1.10	1.52	1.05	
1	Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is \geq 20	White	0.65	0.81	0.71	1.10	0.87	0.85	
	* Cell size < 5 or N size is < 20	2 or more races	1.13	1.03	1.81	0.95	1.04	1.19	
	COMAR 13A.08.01.21	Hispanic/Latino	0.77	0.97	*	0.72	0.65	1.34	

		FFY 20	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previous	s Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	95.85%	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 1year of this letter.	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%

	01	ther Data	Considera	tions		
SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Correction of noncompliance for complaints was not completed within 1 year of notification as required by OSEP Memo 09- 02.	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	Target met. No further action required.	100%	100%
Number of State complaints filed	NA	3	NA	No further action required.	1	3
Number of State complaints identified with violation(s)	NA	2	NA	2 complaints required corrective action.	0	0
Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 Corrective Action not completed within 1 year of notification as required by OSEP Memo 09-02. 1 Corrective Action identified in FFY 2020 is not due at this time.	0	0
Number of due process hearings filed	NA	3	NA	No further action required.	1	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	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	5	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	2	NA	67% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

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

Dear Dr. Gaddis:

The Maryland State Department of Education (MSDE), Division of 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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Somerset County Public Schools has achieved the determination status of "**Needs Assistance,"** for multiple years.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Gaddis May 23, 2022 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 Somerset Harford County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

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

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

Sincerely,

Marcella & Trancykowski

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

MEF/BMM/mj

Attachments

c: Brandy Brady Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 202	0 (SFY 2021	L) Part B Inc	dicators				
	Participation rates of 4				FFY 2020			Previou	s Results		
Res				State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018		
1	diploma - Annual 618 2019-2020) COMAR 13A.03.02.0	Data (la		≥ 73.35%	62.96%	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.	50.00%	68.42%		
2	leaver rate based on la	g data f		≤ 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.	4.83%	4.51%		
		es of 4 all	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA		
	IEP students in all		Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA		
2.4	grades in the LEA	the LEA 8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	NA		
3A	COMAR		Reading	≥ 76.09%	NA	NA		NA	NA		
	13A.05.11.05	110	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA		
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA		
	Proficiency rate for		Mathematics	≥ 6.71%	0.00%	Not Met	Maryland received a waiver from the US	NA	10.20%		
	children with IEPs against grade level	4	Reading	≥ 6.19%	6.45%	Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	12.24%		
	academic achievement		Mathematics	≥ 1.62%	3.45%	Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	13.51%		
3B	standards.	8	Reading	≥ 6.36%	0.00%	Not Met	grade-level test was given in the following school	NA	8.11%		
	COMAR		Mathematics	$\geq 7.04\%$	8.33%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	6.67%		
	13A.05.11.05	HS		HS		≥ 13.84%	8.33%	Not Met	2020 determinations. No further action required.	NA	13.33%

				FFY 2	020 (SFY 20	21) Part B I	ndicators		
		licatora			FFY 2020			Previous	s Results
Re	SPP/APR Inc sults Indicator Co		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	0.00%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
20	standards. COMAR 13A.05.11.05	8	Mathematics	≥ 11.23%	0.00%	Not Met	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
3C		8	Reading	≥ 16.55%	0.00%	Not Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		110	Mathematics	≥ 52.78%	20.00%	Not Met		NA	NA
		HS	Reading	≥47.55%	60.00%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	12.90%	Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	12.78%	Met		NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	1.85%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50		0	Reading	≤ 24.74	13.04%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	110	Mathematics	≤ 35.00	29.70%	Met	2020 determinations. No further action required.	NA	NA
		HS	Reading	≤ 48.51	53.64%	Not Met		NA	NA

		a on SPP		y rt B Indicators ly 1, 2020 – June 30, 2021		
	FFY 2	020 (SFY 20)	21) Part B li	ndicators		
SPP/APR Indicators	FFY 2020				Previous	
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 201
 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	2.92
 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	0.27	*

				on SPP		y rt B Indicators ly 1, 2020 – June 30, 2021		
					21) Part B li			4
	SPP/APR Indica	tors		FFY 2020			Previous	s Results
Re		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
5A	Students aged 6-21 whose day (MD SSIS LRE A)	LRE is \ge 80% of the	≥ 70.71%	71.17%	Met	Target met. No further action required.	70.79%	72.04%
5B	COMAR 13A.05.01.10 Students aged 6-21 whose day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 12.00%	13.25%	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.	15.59%	16.12%
5C	Students aged 6-21 whose public/private day and resi home and hospital facilitie	dential facilities and	≤ 6.41%	1.56%	Met	Target met. No further action required.	0.50%	1.26%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16 Students aged 3-5 LRE: Se					Target not met. Submit an Improvement Plan		
6A	childhood setting the majo COMAR 13A.05.01.10	rity of the day	≥ 60.87%	53.33%	Not Met	within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	65.79%	60.47%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	6.67%	Met	Target met. No further action required.	7.89%	13.95%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	6.67%	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.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	90.91%	Met	Target met. No further action required.	66.67%	85.71%
	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	58.33%	Met	Target met. No further action required.	44.44%	44.44%

		An	nual Data		et Count APR Pa	y rt B Indicators		
		Notice of Perf				ly 1, 2020 – June 30, 2021		
			FFY 2	020 (SFY 202	21) Part B Ir	ndicators		
Re	SPP/APR Indica sults Indicator 🗾 Comp	tors pliance Indicator	State Target			Action Required	FFY 2019	s Results FFY 2018
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.37%	91.67%	Met Met	Target met. No further action required.	70.00%	87.50%
7B	and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	58.33%	Met	Target met. No further action required.	50.00%	55.56%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	90.91%	Met	Target met. No further action required.	70.00%	85.71%
7C	appropriate behavior to	2. Exits within age expectations	≥59.48%	58.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	55.56\$
		Age 3-5	≥85.00%	*	NA	No further action required.	93%	*
	D (C	Age 6-21	≥72.00%	74%	Met	Target met. No further action required.	91%	84%
8	Parent Survey Note: Response Rate targets based on State mean.	Preschool Response Rate	≥26%	11%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	* Less than 10 survey responses	School-Age Response Rate	≥11%	8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA
	Percent of youth who are no longer in secondary	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	Small cell size
14	school, had IEPs in effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	55.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	68.75%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or ss otherwise indicated.	≥56.63%	55.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	63.64%	68.75%

¹Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			a on SPP/		y rt B Indicators ly 1, 2020 – June 30, 2021		
		FFY 2	.020 (SFY 202	21) Part B lı	ndicators		
		FFY 2020				Previous Results	
SPP/APR I Results Indicator		State	Local	Target	Action Required	FFY	FFY
		Target	Results ¹	Met		2019	2018
	employed w/in 1 year of leaving HS				identify the root causes and evidence-based practices to improve student results.		

			FFY 2	.020 (SFY 20	21) Part <u>B</u> I	ndicators		
	SPP/APR Indicator			FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		1.41	2.57
	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	0.28
6-21)		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

SPP/APR Indicators				(SFY 2021) F FFY 2020		Action Required	Previous	s Results
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
9 (Ages 6-21)	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	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.18	Met		1.18	1.03
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.11	Met		1.10	1.17
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.80	Met		0.96	1.13
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.46	Met		0.36	0.48

					FF	Y 2020 ¹ (S	SFY 2021) Pa	irt B Indicat	ors	
	SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required	
		Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for White students with Autism was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and
		disability categories by race as a result of inappropriate identification	Asian	*	*	*	*	*	*	evidence-based practices targeted to improve student results.
			Black/African American	1.09	1.29	1.78	1.19	1.58	0.59	
	10	Discrepancy exists in the category	NativeHawaiian/*Pacific Islander	*	*	*	*			
		Cell size ≥ 5 N-size is \geq 20	White	1.31	1.01	*	0.85	1.02	2.50	
		* Cell size < 5 or N size is < 20	2 or more races	*	1.09	*	1.21	*	*	
		COMAR 13A.08.01.21	Hispanic/Latino	*	*	*	0.81	*	*	

_	SPP/APR Indicators		FFY 2020		Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	97.83%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	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	No further action required.	50.00%	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%

Other Data Considerations											
SPP/APR Indicators		FFY 2020		Action Required	Previous Results						
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018					
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	Target met. 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	NA	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	0					
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0					
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA					

¹Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2020 Maryland State Department of Education

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Division of Early Intervention and Special Education Services

Percentage of students taking the Alternate Assessment: Math	<1.0%	1.5%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	0	NA	0% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Talbot County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Griffith May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM:mj

Attachments

c: Kristin Mentges Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	20 (SFY 202	1) Part B Ir	ndicators		
	SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2020	_		Previous Results	
Res				State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.35%	100%	Met	Target met. No further action required.	81.82%	81.82%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		≤ 2.55%	0.00%	Met	Target met. No further action required.	0.83%	0.87%	
	State Assessment:	of 4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	Participation rates of IEP students in all grades in the LEA		Reading	≥ 94.81%	NA	NA		NA	NA
2.4		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
3A	COMAR		Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05	UC	Mathematics	≥ 89.65%	NA	NA		NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs		Mathematics	≥ 6.71%	5.88%	Not Met	Maryland received a waiver from the US	NA	12.50%
	against grade level	4	Reading	≥ 6.19%	6.25%	Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	4.17%
	academic achievement	8	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	0.00%
3B	standards.		Reading	≥ 6.36%	0.00%	Not Met	grade-level test was given in the following school	NA	0.00%
	COMAR	110	Mathematics	≥ 7.04%	13.04%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	16.67%
	13A.05.11.05	HS	Reading	≥ 13.84%	14.29%	Met		NA	15.79%

				FFY 2	020 (SFY 20	021) Part B	Indicators		
					FFY 2020			Previous	s Results
Re	SPP/APR Insults Indicator			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	+	Reading	≥ 15.57%	100%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	0	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	13A.05.11.05	HS	Mathematics	≥ 52.78%	66.67%	Met		NA	NA
		нз	Reading	≥47.55%	100%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01%	6.62%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41%	13.83%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	grade level academic achievement	8	Mathematics	≤ 6.41%	5.62%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤24.74%	30.22%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00%	34.25%	Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤48.51%	54.99%	Not Met		NA	NA

		FFY 2	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. 	≤ 2.00%	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Disproportionality in the suspension and	*	*
	nondisabled □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00%	*	Met	expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	78.69%	Met	Target met. No further action required.	76.72%	77.07%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	≤ 12.00%	6.78%	Met	Target met. No further action required.	7.60%	8.04%
5C	COMAR 13A.05.01.10 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	≤ 6.41%	2.18%	Met	Target met. No further action required.	2.61%	1.65%

¹Local results are based on current data unless otherwise indicated. Talbot County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 20	21) Part B li	ndicators		
	SPP/APR Indica	tore		FFY 2020			Previous	s Results
Re:		bliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	75.00%	Met	Target met. No further action required.	75.00%	80.28%
6B	B Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10 Students aged 2.5 LRE: Home		≤ 20.92%	6.67%	Met	Target met. No further action required.	1.19%	1.41%
6C			$\leq 0.33\%$	0.00%	Met	Target met. No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	66.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	100%
/A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	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.	60.00%	64.29%
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.	100%	81.82%
/В	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.	40.00%	50.00%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	100%	Met	Target met. No further action required.	100%	78.57%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	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.	60.00%	57.14%

			FFY 2	020 (SFY 202	21) Part B Ir	ndicators		
		4		FFY 2020	•		Previou	s Results
Res	SPP/APR Indica ults Indicator 🗾 Comp	tors pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	93%	Met	Target met. No further action required.	91%	*
8	Parent Survey Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	74%	82.00%
	* Less than 10 survey responses	Preschool Response Rate	≥26%	27%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	20%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA		Small cell size	Small cell size
14	effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	59.09%	Met	Target met. No further action required.	68.18%	62.50%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	59.09%	Met	Target met. No further action required.	77.21%	62.50%

			FFY 2	020 (SFY 20	21) Part B I			
	SPP/APR Indicator			FFY 2020	1	Action Required	Previou	s Results
Results Ir	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
4B (Ages 6-21)	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

				a on SPP/		rt B Indicators ly 1, 2020 – June 30, 2021		
			FFY 2	020 (SFY 202	21) Part B I			
Desults In	SPP/APR Indicator			FFY 2020		Action Required	Previous	
Results in	laicator Compi	iance Indicator	State Local Target Target Results ¹ Met				FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	1.00	Met		1.12	1.10
	inappropriate identification	Black/African American	< 2.00	1.65	Met		1.59	1.53
	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
9 (Ages	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.98	Met		1.12 1.10 1.59 1.53 * * 0.95 0.90	
(Ages 6-21)	N size is < 20	2 or more races	< 2.00	1.06	Met		0.96	0.8
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.61	Met		0.69	0.79

				FFY 20	020 ¹ (SFY	2021) Part I	B Indicators	;	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Specific Learning Disability and Speech and Language Impairment was identified.
	disability categories by race as a result of	Asian	*	*	*	*	*	5.57	Disproportionality for Asian students with Autism was identified. Disproportionality for White students with Emotional Disability was identified. Submit an
	inappropriate identification	Black/African American	*	2.09	*	2.07	1.34	0.84	Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence- based practices targeted to improve student results.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	Cell size ≥ 5 N-size is \geq 20	White	0.84	0.99	2.39	0.64	1.27	1.09	
	* Cell size < 5 or N size is < 20	2 or more races	*	1.12	*	0.81	1.58	*	
	COMAR 13A.08.01.21	Hispanic/Latino	*	0.38	*	1.06	0.45	0.42	

_	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results I	ndicator 📃 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days.	100%	97.14%	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. Correction of the noncompliance must be demonstrated and verified within 1year of this letter.	98.72%	94.35%
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.		
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday				Target met. No further action required.		
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met		100%	100%
	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements				Target met. No further action required.		
13	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met		100%	100%

	0	ther Data				
SPP/APR Indicators		FFY 2020		Action Required	Previou	is Results
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	Target met. 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.	1	0
Number of due process hearings filed	NA	2	NA	No further action required.	1	1
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.7%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.6%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Science	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the	NA	NA

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					percentage of SWD taking the alternate assessment.		
Num	mber of SWD Restraints	NA	2	NA	100% of LEA's restraints were SWD.	NA	NA
Num	mber of SWD Seclusions	NA	0	NA	0% of LEA's seclusions were SWD.	NA	NA



May 23, 2022

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

Dear Dr. Michael:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]¹. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Washington County Public Schools has achieved the determination status of "**Needs Assistance,"** Year One.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

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Dr. Michael May 23, 2022 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 Washington County Public Schools has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Jeff Gladhill, Ed.D. Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	.020 (SFY 20	021) Part B	Indicators		
	COMAR 13A.03.02.09 COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Opt leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07 State Assessment: Participation rates of IEP students in all grades in the LEA Reading Mathematic Reading Reading				FFY 2020			Previous	Results
Re	· · · · · · · · · · · · · · · · · · ·			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1			≥ 73.35%	69.29%	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.	71.79%	73.48%	
2		g data fo		≤ 2.55%	4.19%	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.	3.74%	3.74%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	HS	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		нз	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	3.70%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	10.00%
	against grade level	4	Reading	≥ 6.19%	3.13%	Not Met	statewide assessment for the 2020-2021 school	NA	9.38%
	academic achievement	0	Mathematics	≥ 1.62%	0.71%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	18.00%
3B	standards.	8	Reading	≥ 6.36%	4.93%	Not Met	grade-level test was given in the following school	NA	13.91%
	COMAR		Mathematics	≥ 7.04%	9.01%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	9.77%
	13A.05.11.05	HS	Reading	≥13.84%	9.43%	Not Met	2020 determinations. No further action required	NA	20.31%

				FFY 2	2020 (SFY 2	021) Part B	Indicators		
	SPP/APR In	dicator	-		FFY 2020			Previous Results	
Re			s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	13.33%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	20.00%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.		Mathematics	≥ 11.23%	7.14%	Not Met	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05	Reading	≥ 16.55%	7.14%	Not Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA	
		нс	Mathematics	≥ 52.78%	73.33%	Met		NA	NA
		115	Reading	≥ 47.55%	66.67%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	14.01%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against		Reading	≤ 17.41	16.88%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	6.66%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR		Reading	≤ 24.74	23.49%	Met	and 3D were not used in the development of FFY	NA	NA
	13A.05.11.05	HS	Mathematics	≤ 35.00	41.43%	Not Met	2020 determinations. No further action required.	NA	NA
		113	Reading	≤48.51	63.25%	Not Met		NA	NA

		FFY 2	020 (SFY 20	021) Part B	Indicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
<mark> </mark>	esults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	*	*
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.04	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	80.50%	Met	Target met. No further action required.	78.92%	78.73%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	9.75%	Met	Target met. No further action required.	9.85%	10.37%
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	≤ 6.41%	4.40%	Met	Target met. No further action required.	4.97%	5.23%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 60.87%	69.16%	Met	Target met. No further action required.	71.28%	65.87%

			FFY 2	020 (SFY 20	021) Part B I	Indicators		
	SPP/APR Indica	torc		FFY 2020			Previous	Results
Re		pliance Indicator	State Target	Target Results ¹ Met		Action Required	FFY 2019	FFY 2018
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	\leq 20.92%	0.88%	Met	Target met. No further action required.	4.79%	8.47%
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	0.88%	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.	NA	NA
7.4	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	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.	50.56%	50.00%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	39.33%	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.	40.83%	46.39%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	57.32%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	63.46%	64.37%
/B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	34.83%	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.	40.83%	45.36%
70	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	52.56%	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.	48.91%	57.97%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	43.82%	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.	45.83%	48.45%

			FFY 2	2020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indic	atoro		FFY 2020			Previous	Results
Re		npliance Indicator	ator State Target		Target Met	Action Required	FFY 2019	FFY 2018
	Parent Survey	Age 3-5	≥85.00%	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.	68%	78.99%
8	Note: Response Rate targets based on State mean. * Less than 10 survey	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.	70%	68.00%
	responses	Preschool Response Rate	≥26%	31%	Met	Target Met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	18%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the	A. Higher ED w/in 1 year of leaving HS	≥24.87%	11.11%	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.	11.18%	19.17%
14	time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	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.	52.94%	61.66%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	48.61%	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.	55.29%	61.66%

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicato	rc		FFY 2020			Previou	s Results
Results		liance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	*	Met		*	*
4B (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY	2020 (SFY 2	021) Part B	Indicators		
	SPP/APR Indicato	re		FFY 2020			Previous Resu	
Results		liance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.48	Met		0.43	0.44
		Black/African American	< 2.00	1.33	Met		1.38	1.41
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
,	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.94	Met		0.96	0.96
	N size is < 20	2 or more races	< 2.00	1.09	Met		1.02	0.96
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.8	Met		0.76	0.77

				FF	Y 2020 ¹ (SFY 2021) Pa	art B Indica	tors	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
	disability categories by race.	Asian	*	*	*	0.45	0.44	*	
		Black/African American	1.34	1.72	1.06	1.04	1.17	1.45	
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	Cell size ≥ 5 N-size is \geq 20	White	0.89	0.78	1.09	1.03	1.15	0.98	
	* Cell size < 5 or N size is <	2 or more races	0.87	0.96	1.79	1.16	0.99	0.90	
	20 COMAR 13A.08.01.21	Hispanic/Latino	1.03	1.00	0.44	0.89	0.65	0.72	

		F	FY 2020 (<u>SF</u> Y	′ 2021) Par	t B Indicators		
	CDD (ADD Indicators		FFY 2020			Previou	ıs Results
Results	SPP/APR Indicators s Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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 2019 was corrected within one year of the written finding.	99.52%	99.82%
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%

	01	ther Data	Considera	itions		
SDD / ADD Indicators		FFY 2020			Previou	s Results
SPP/APR Indicators Results Indicator Results Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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	Target met. 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	NA	NA	No further action required.	1	0
Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	0	0
Number of due process hearings filed	NA	4	NA	No further action required.	3	1
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA

¹Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

Percentage of stude Alternate Assessme		1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Percentage of stude Alternate Assessme		1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD R	estraints NA	53	NA	77% of LEA's restraints were SWD.	NA	NA
Number of SWD Se	veclusions NA	26	NA	74% of LEA's restraints were SWD.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Wicomico County Board of Education has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Hanlin May 23, 2022 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 Wicomico County Board of Education has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Bonnie Walston Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY <u>2</u> ()20 (SFY 202	21) Part B I	ndicators		
	SPP/APR Ind	i antorra			FFY 2020			Previous	s Results
Res			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	62.86%	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.	52.88%	52.22%
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	g data f		≤ 2.55%	3.85%	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.	3.77%	3.64%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	Participation rates of IEP students in all4Reading \geq 94.81%NA	NA	statewide assessment for the 2020-2021 school	NA	NA				
2.4	grades in the LEA		Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	110	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for		Mathematics	≥ 6.71%	7.21%	Met	Maryland received a waiver from the US	NA	13.81%
	children with IEPs against grade level	4	Reading	≥ 6.19%	0.91%	Not Met	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	9.39%
	academic achievement	8	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	7.26%
3B	standards.	8	Reading	≥ 6.36%	4.08%	Not Met	grade-level test was given in the following school	NA	5.65%
	COLUD		Mathematics	$\geq 7.04\%$	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C,	NA	6.35%
	COMAR 13A.05.11.05	HS	Reading	≥ 13.84%	0.00%	Not Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	Y	3.23%

				FFY 2	020 (SFY 20	21) Part B	Indicators		
	SPP/APR In	dicators			FFY 2020			Previous	s Results
Res			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	1	Mathematics	≥10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
against alternate academic achievement standards. 3C COMAR 13A.05.11.05		ate 4	Reading	≥15.57%	7.69%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
		8	Mathematics	≥ 11.23%	0.00%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
	8	Reading	≥ 16.55%	0.00%	Not Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA	
	1511.05.11.05	110	Mathematics	≥ 52.78%	46.15%	Not Met		NA	NA
		HS	Reading	≥ 47.55%	53.85%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	8.84%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against		Reading	≤ 17.41	16.18%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	10.62%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
3D	COMAR		Reading	≤ 24.74	22.80%	Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	13A.05.11.05	HS	Mathematics	≤ 35.00	52.78%	Not Met	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	61.58%	Not Met		NA	NA

		FFY 20	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	0.62	0.76
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	1.67	*
5A	COMAR 13A.08.03.03 Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	80.81%	Met	Target met. No further action required.	80.30%	79.37%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	9.97%	Met	Target met. No further action required.	10.04%	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	≤ 6.41%	0.13%	Met	Target met. No further action required.	0.32%	0.25%

¹Local results are based on current data unless otherwise indicated. Wicomico County Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 20	020 (SFY 20	21) Part B l	ndicators		
				FFY 2020			Previous Results	
Res	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	6A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	71.43%	Met	Target met. No further action required.	98.64%	86.71%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.78%	76.19%	Met	Target met. No further action required.	88.46%	72.73%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	52.00%	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.	45.16%	45.95%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	73.68%	Met	Target met. No further action required.	77.27%	72.41%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	48.00%	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.	45.16%	43.24%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	76.19%	Met	Target met. No further action required.	88.46%	88.46%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	60.00%	Met	Target met. No further action required.	59.46%	59.46%

			FFY 2	020 (SFY 20)	21) Part B lı	ndicators		
				FFY 2020			Previous Results	
Res	SPP/APR Indicators Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Parent Survey	Age 3-5	≥85.00%	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.	*	*
8	Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	75%	77.00%
Ŭ	* Less than 10 survey responses	Preschool Response Rate	≥26%	32%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	17%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	14.68%	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.	Small cell size	13.00%
14	left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	50.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.02%	59.00%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	50.46%	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.	56.12%	59.00%

FFY 2020 (SFY 2021) Part B Indicators											
_	SPP/APR Indicato			FFY 2020		Action Required	Previous Results				
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018				
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*			
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*			
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	*	Met		6.05	2.72			
4B		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*			
(Ages 6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*			
		2 or more races	< 2.00	*	Met	-	*	*			
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*			

FFY 2020 (SFY 2021) Part B Indicators										
SPP/APR Indicators				FFY 2020		Action Required	Previou	s Results		
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met	=	FFY 2019	FFY 2018			
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.73	0.64		
9 (Ages 6-21)	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	Asian	< 2.00	0.31	Met		0.30	0.24		
		Black/African American	< 2.00	1.34	Met		1.38	1.41		
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*		
		White	< 2.00	0.95	Met		0.90	0.88		
		2 or more races	< 2.00	0.94	Met		0.98	0.97		
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.7	Met		0.70	0.76		

	FFY 2020 ¹ (SFY 2021) Part B Indicators											
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action				
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.			
	disability categories by race as a result of	Asian	*	*	*	*	*	1.68				
	inappropriate identification	Black/African American	1.58	1.86	1.45	0.80	1.35	1.00				
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*				
	Cell size ≥ 5 N-size is ≥ 20	White	0.68	0.70	0.84	1.53	1.00	1.00				
	* Cell size < 5 or N size is < 20	2 or more races	0.85	0.77	*	1.05	1.14	1.15				
	COMAR 13A.08.01.21	Hispanic/Latino	1.04	0.78	*	0.67	0.47	0.77				

	FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020		Action Required	Previous Results					
Results			Local Results ¹	Target Met		FFY 2019	FFY 2018				
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	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%				

Other Data Considerations											
SPP/APR Indicators		FFY 2020		Action Required	Previous Results						
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018					
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%	Not Met	Untimely submission of LAFF Application signed documents.	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	NA	NA	No further action required.	0	0					
Number of State findings from State complaints corrected in a timely manner.	NA	NA	NA	No further action required.	0	0					
Number of due process hearings filed	NA	0	NA	No further action required.	1	0					
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0					
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0					
Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.4%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA					

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¹Local results are based on current data unless otherwise indicated. Wicomico County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.4%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
1	Number of SWD Restraints	NA	8	NA	100% of LEA's restraints were SWD.	NA	NA
1	Number of SWD Seclusions	NA	NA	NA	LEA reports no seclusion.	NA	NA



May 23, 2022

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

Dear Mr. Taylor:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Worcester County Board of Education has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Mr. Taylor May 23, 2022 Page Two

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. The MSDE is committed to supporting the efforts of the Worcester County 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Rae Ann Record Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	.020 (SFY 20	021) Part B	Indicators		
	SPP/APR Ind	licator	_		FFY 2020			Previous Results	
Re			s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gradiploma - Annual 618 1 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	75.00%	Met	Target met. No further action required.	78.81%	79.17%
2	COMAR 13A.08.01.07			≤ 2.55%	0.00%	Met	Target met. No further action required.	0.77%	0.71%
	State Assessment: Participation rates of	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	IEP students in all grades in the LEA COMAR	4	Reading	≥ 94.81%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3A		8	Mathematics	≥ 74.85%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
JA	13A.05.11.05	0	Reading	≥ 76.09%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA	2020 determinations. No further action required.	NA	NA
		пз	Reading	≥ 90.62%	NA	NA		NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	11.36%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	13.11%
	against grade level academic	4	Reading	≥ 6.19%	9.09%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	13.11%
3B	achievement standards.	8	Mathematics	≥ 1.62%	4.76%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	9.80%
38	COMAR	0	Reading	≥ 6.36%	7.50%	Met	year. As such, Assessment Indicators 3A, 3B, 3C,	NA	7.84%
	13A.05.11.05	HS	Mathematics	≥ 7.04%	24.00%	Met	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	17.66%
		115	Reading	≥ 13.84%	23.91%	Met		NA	14.49%

¹Local results are based on current data unless otherwise indicated. Worcester County Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention and Special Education Services

		_		FFY 2	020 (SFY 20	21) Part B	Indicators		
		liaatawa			FFY 2020			Previous	s Results
Re	SPP/APR Ind sults Indicator Co		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	0.00%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic	4	Reading	≥ 15.57%	0.00%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
20	achievement standards. COMAR 13A.05.11.05	0	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
3C		8	Reading	≥16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	66.67%	Met		NA	NA
		нз	Reading	≥ 47.55%	83.33%	Met		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	19.74%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	19.55%	Not Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	20.07%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50		0	Reading	≤ 24.74	27.67%	Not Met	and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	40.25%	Not Met	2020 determinations. No further action required.	NA	NA
			Reading	≤ 48.51	54.29%	Not Met		NA	NA

		FFY 2	020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 * Cell size < 5 or N size is < 20 	≤ 2.00 ≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	85.67%	Met	Target met. No further action required.	84.52%	83.09%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	2.77%	Met	Target met. No further action required.	3.56%	4.19%
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	≤ 6.41%	4.47%	Met	Target met. No further action required.	4.95%	5.06%

			FFY 20	20 (SFY <u>2</u> 02	1) Part B Ind	dicators		
				FFY 2020			Previous	Results
Resu	SPP/APR Indicat ults Indicator Comp	ors liance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: S childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	77.22%	Met	Target met. No further action required.	84.50%	70.83%
6B	Students aged 3-5 LRE: S COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	1.27%	Met	Target met. No further action required.	1.55%	3.13%
6C	Students aged 3-5 LRE: H	≤ 0.33%	1.27%	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.	NA	NA	
	Students aged 3-5 demonstrate improved	1. Exits with substantial growth	≥68.78%	73.33%	Met	Target met. No further action required.	89.47%	86.67%
7A	positive social-emotional skills COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	47.06%	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.	54.17%	78.95%
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	92.86%	Met	Target met. No further action required.	83.33%	84.62%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	64.71%	Met	Target met. No further action required.	54.17%	63.16%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	87.50%	Met	Target met. No further action required.	90.48%	87.50%
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	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.	62.50%	73.68%

			FFY 20	20 (SFY 202:	1) Part B Ind	dicators		
				FFY 2020			Previous	Results
Res	SPP/APR Indicat sults Indicator Comp	bliance Indicator			Target Met	Action Required	FFY 2019	FFY 2018
	Parent Survey	Age 3-5	≥85.00%	85%	Met	Target met. No further action required.	81%	79.00%
	Note: Response Rate targets	Age 6-21	≥72.00%	86%	Met	Target met. No further action required.	84%	88.00%
8	based on State mean.	Preschool Response Rate	≥26.00%	52%	Met	Target met. No further action required.	NA	NA
	* Less than 10 survey responses	School-Age Response Rate	≥11%	17%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	Small cell size	42.19%
14	effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	48.98%	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.	72.41%	87.50%
	13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	48.98%	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.	84.48%	87.50%

			FFY 2	2020 (SFY 20	21) Part B I	ndicators		
-	SPP/APR Indicato	rs		FFY 2020		Action Required	Previou	s Results
Results II	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	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	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
4B (Ages 6-21)		White	< 2.00	*	Met		*	*
,		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	.020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicator	rs		FFY 2020		Action Required	Previou	s Results
Results I	ndicator Compli	iance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.63	Met		0.81	0.80
	inappropriate identification	Black/African American	< 2.00	1.33	Met		1.49	1.42
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
- ,	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.83	Met		0.78	0.81
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.11	Met		1.03	0.93
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.95	Met		0.88	0.91

			FFY	′ 2020 ¹ (S	FY 2021) Pa	art B Indica	tors	
SPP/APR Ind Compliance India		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Submit an Improvement Plan within 30
disability categories by race as a result of	Asian	*	*	*	*	*	*	days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
inappropriate identification	Black/African American	3.77	1.76	3.04	0.60	1.45	0.77	
10 Discrepancy exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
N-size is \geq 20	White	*	0.67	0.66	1.80	0.74	1.01	
* Cell size < 5 or N size is < 20	2 or more races	*	1.11			1.21	1.49	
COMAR 13A.08.01.21	Hispanic/Latino		1.07		1.04	0.80	1.02	

		FFY 20	020 (SFY 202	21) Part B l	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previous	s Results
Result	s Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	98.94%	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 1year of this letter.	100%	98.58%
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%

		Other Data	a Conside	erations			
SPP/APR Indicators		FFY 2020		Action Required	Previo	us Results	
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018	
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	Target met. No further action required.	100%	100%	
Number of State complaints filed	NA	1	NA	No further action required.	1	0	
Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	0	
Number of State findings from State complaints corrected in a timely manner	NA	NA	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	0	
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0	
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.9%	Met	Target met. No further action required.	NA	NA	
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	NA	NA	

Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	0	NA	0% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reports no seclusion.	NA	NA



May 23, 2022

Crystal N. Brice Field Director, Instruction & School Support Maryland State Department of Education Office for School Effectiveness 200 West Baltimore Street Baltimore, MD 21201

Dear Ms. Brice:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the MSDE Juvenile Services Education System has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Ms. Brice May 23, 2022 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 MSDE Juvenile Services Education System has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 MSDE 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Dawn Hubbard Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 20	021) Part B	Indicators		
	SPP/APR Inc	dicator			FFY 2020			Previou	s Results
Re			s ince Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	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 2019-2020) COMAR 13A.08.01.07		≤ 2.55%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA	
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all grades in the LEA	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4		8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05	HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
		пз	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against grade level	4	Reading	≥ 6.19%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
	academic achievement	0	Mathematics	≥ 1.62%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3B	standards.	8	Reading	≥ 6.36%	NA	NA	grade-level test was given in the following school	NA	NA
	COMAR		Mathematics	≥ 7.04%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	13A.05.11.05	HS	Reading	≥ 13.84%	NA	NA	2020 determinations. No further action required.	NA	NA

Division of Early Intervention/Special Education Services

				FFY 2	2020 (SFY 2	021) Part B	Indicators		
		diantau	_		FFY 2020			Previous	s Results
Re	SPP/APR In sults Indicator 📃 C		s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	NA	NA		NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	HS		Mathematics	≥ 52.78%	NA	NA		NA	NA
		115	Reading	≥47.55%	NA	NA		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	NA	NA		NA	NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	NA	NA	2020 determinations. No further action required.	NA	NA
		115	Reading	≤ 48.51	NA	NA		NA	NA

		nual Data	on SPP/	APR Pa	ion System rt B Indicators ly 1, 2020 – June 30, 2021		
			.020 (SFY 20				
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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	NA	No further action required.	NA	NA
44	 Single suspensions (> 10 days): Disabled vs. nondisabled 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	NA	No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	NA	NA	No further action required.	NA	NA
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	NA	NA	No further action required.	NA	NA

¹Local results are based on current data unless otherwise indicated. JSES Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention/Special Education Services

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	$\frac{COMAR 13A.05.01.10}{COMAR 13A.05.01.16}$ $\frac{L}{COMAR 13A.05.01.16}$ $\frac{Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day \geq 60.87\% NA NA NA NA NA COMAR 13A.05.01.10 \frac{Students aged 3-5 LRE: Separate School or Class}{COMAR 13A.05.01.10} \leq 20.92\% NA $													
				-		Previou	s Results							
Re				-	Action Required									
5C	public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10	≤ 6.41%	NA	NA	No further action required.	NA	NA							
6A	6A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		NA	NA	No further action required.	NA	NA							
6B	Students aged 3-5 LRE: Separate School or Cla		NA	NA	No further action required.	NA	NA							
6C	Students aged 3-5 LRE: Home	$\leq 0.33\%$	NA	NA	No further action required.	NA	NA							
	demonstrate improved substantial growth positive social-emotional	≥68.78%	NA	NA	No further action required.	NA	NA							
7А	2. Exits within age expectations	≥53.00%	NA	NA	No further action required.	NA	NA							

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indica			FFY 2020			Previou	s Results
<mark>Re</mark>		pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.37%	NA	NA	No further action required.	NA	NA
7B	and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	NA	NA	No further action required.	NA	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.65%	NA	NA	No further action required.	NA	NA
	meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	NA	NA	No further action required.	NA	NA
		Age 3-5	≥85.00%	NA	NA	No further action required.	NA	NA
8	Parent Survey	Age 6-21	≥72.00%	73%	Met	Target met. No further action required.	71.00%	68.00%
0	* Less than 10 survey responses	Preschool Response Rate	≥26%	NA	NA	No further action required.	NA	NA
		School-Age Response Rate	≥11%	33%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	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	≥56.63%	NA	NA	No further action required.	NA	NA

¹Local results are based on current data unless otherwise indicated. JSES Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention/Special Education Services

			FFY :	2020 (SFY 20	21) Part B	Indicators		
	Suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicityNativeDiscrepancy exists in the categoryBlack/African AmericanNativeNative			FFY 2020		Action Required	Previous Resu	
Results	Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	(≥ 2.0) in the rate of suspensions and	Indian/Alaska	< 2.00	NA	NA	No further action required.	NA	NA
	ages 6-21 with IEPs	Asian	< 2.00	NA	NA		NA	NA
	exists in the category Cell size ≥ 5	Black/African American	< 2.00	NA	NA		NA	NA
4B (Ages 6-21)		Hawaiian/Pacific	< 2.00	NA	NA	_	NA	NA
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	NA	NA		NA	NA
	* No suspension of disabled or nondisabled students	2 or more races	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA		NA	NA

			FFY	2020 (SFY 20	21) Part B			
Results	SPP/APR Indicato	rs liance Indicator	State	FFY 2020 Local	Target	Action Required	Previou: FFY	s Results FFY
			Target	Results ¹	Met		2019	2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	NA	NA		NA	NA
	inappropriate identification	Black/African American	< 2.00	NA	NA		NA	NA
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	NA	NA		NA	NA
	N size is < 20	2 or more races	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA		NA	NA

		Notice	of Perf	ormance	for the	e Period J	July 1, 20	<u>)</u> 20 – J	June 30, 2021
				F	FY 202 <u>01</u>	(SFY 2021)	Part B In <u>dic</u>	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
	disability categories by race as a result of inappropriate	Asian	NA	NA	NA	NA	NA	NA	
	identification	Black/African American	NA	NA	NA	NA	NA	NA	
10	exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
	N-size is \geq 20	White	NA	NA	NA	NA	NA	NA	
	* Cell size < 5 or N size is < 20	2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	

		FFY 20	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	s Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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%	NA	NA	No further action required.	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%

	01	ther Data (Considera	ntions			
SPP/APR Indicators		FFY 2020		Action Required	Previous Result		
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018	
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	Target met. No further action required.	100%	100%	
Number of State complaints filed	NA	4	NA	1 complaint withdrawn or resolved.	1	1	
Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	1	
Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action not yet due at this time.	0	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	NA	No further action required.	0	0	
Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	No further action required.	NA	NA	
Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	No further action required.	NA	NA	

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

JSES Annual Data FFY 2020

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

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	ercentage of students taking the lternate Assessment: Science	<1.0%	NA	NA	No further action required.	NA	NA
Nu	Jumber of SWD Restraints	NA	NA	NA	No further action required.	NA	NA
Nu	lumber of SWD Seclusions	NA	NA	NA	No further action required.	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Baltimore City Public Schools has achieved the determination status of "**Needs Intervention**," Year 2.

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
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- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Dr. Santelises May 23, 2022 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 Baltimore City Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Debra Brooks, Ed.D. Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FF Y	2020 <u>(</u> SFY 2	021) <u>Part B</u>	Indicators		
	SPP/APR Ind	leator	•		FFY 2020			Previous	s Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gra diploma - Annual 618 1 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	54.24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	47.58%	52.17%
2	COMAR 13A.05.01.01 Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07 State Assessment: Participation rates of 4			≤ 2.55%	4.70%	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.	7.11%	7.88%
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened		NA
	Participation rates of IEP students in all grades in the LEA	4	Reading	≥ 94.81%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
3A	COMAR		Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		HS	Reading	≥90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	1.62%	Not Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	4.91%
	against grade level	4	Reading	≥ 6.19%	1.73%	Not Met	statewide assessment for the 2020-2021 school	NA	4.51%
	academic achievement	8	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	5.93%
3B	standards.	8	Reading	≥ 6.36%	0.65%	Not Met	grade-level test was given in the following school	NA	5.18%
	COMAR		Mathematics	≥ 7.04%	1.89%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	5.10%
	13A.05.11.05	HS	Reading	≥13.84%	3.27%	Not Met	2020 determinations. No further action required.	NA	5.74%

				FFY 2	020 (SFY 20	021) Part B	Indicators		
	SPP/APR Ir	dicator			FFY 2020			Previou	s Results
Re			nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥10.68%	16.22%	Met	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement standards.	4	Reading	≥ 15.57%	30.95%	Met	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C		0	Mathematics	≥ 11.23%	0.00%	Not Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	66.04%	Met		NA	NA
		нз	Reading	≥ 47.55%	58.49%	Met		NA NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	4.93%	Met	Maryland received a waiver from the US Department of Education to administer a shortened statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	7.74%	Met		NA	NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	3.45%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	9.02%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	UC	Mathematics	≤ 35.00	14.66%	Met	2020 determinations. No further action required.	NA	NA
		HS	Reading	≤ 48.51	31.81%	Met		NA	NA

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2020		Action Required	Previous Results				
Re			State Local Target Target Results ¹ Met			FFY 2019	FFY 2018			
44	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	1.33	4.55			
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	4.33	2.56			
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	57.51%	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.	57.56%	57.15%			
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	22.50%	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.	22.55%	23.41%			
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 6.41%	5.91%	Met	Target met. No further action required.	6.15%	6.66%			

¹Local results are based on current data unless otherwise indicated. Baltimore City Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention and Special Education Services 3

			FFY 20)20 (SFY 2021) Part B Ind	icators		
		1010		FFY 2020		Action Required	Previou	s Results
Re	SPP/APR Indicators Results Indicator Compliance Indicator			State Local Target Target Results ¹ Met			FFY 2019	FFY 2018
6A	6A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	55.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	72.91%	75.80%
6B	Students aged 3-5 LRE: Separate School or Class		≤ 20.92%	11.83%	Met	Target met. No further action required.	12.22%	11.68%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.63%	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.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.78%	64.23%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	57.14%	72.16%
		2. Exits within age expectations	≥53.00%	36.96%	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.	73.08%	68.45%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	63.14%	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.	50.75%	50.59%
/B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	37.95%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	57.15%	66.15%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	64.26%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	73.95%	71.13%

FFY 2020 (SFY 2021) Part B Indicators											
	SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2020		Action Required	Previou	s Results			
Re				State Local Target Target Results ¹ Met			FFY 2019	FFY 2018			
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	41.91%	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.	54.79%	58.27%			
		Age 3-5	≥85.00%	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.	71.00%	85.00%			
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥72.00%	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.	71.00%	68.00%			
8		Preschool Response Rate	≥26%	9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA			
		School-Age Response Rate	≥11%	9%	Not Met	Target not met Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	NA	NA			
	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	≥24.87%	12.35%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	16.16%	14.60%			
14		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	47.78%	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.	54.72%	55.60%			
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	47.78%	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.	57.67%	57.70%			

FFY 2020 (SFY 2021) Part B Indicators										
	SPP/APR Indicator	FFY 2020			Action Required	Previous Results				
Results Indicator Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018			
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*		
	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	Asian	< 2.00	*	Met		*	*		
		Black/African American	< 2.00	*	Met		3.09	2.40		
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*		
4B (Ages 6-21)		White	< 2.00	*	Met	_	*	*		
		2 or more races	< 2.00	*	Met	-	*	*		
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*		

Baltimore City Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021											
FFY 2020 (SFY 2021) Part B Indicators SPP/APR Indicators FFY 2020 FFY 2020 Action Required Previous Results											
SPP/APR Indicators Results Indicator Compliance Indicator		State Local Target Target Results ¹ Met			Action Required	FFY 2019	FFY 2018				
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.61	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.66	0.52			
	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	Asian	< 2.00	0.24	Met		0.25	0.28			
		Black/African American	< 2.00	1.73	Met		1.67	1.55			
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	0.88	Met		0.86	0.68			
,		White	< 2.00	1.01	Met		1.01	1.00			
		2 or more races	< 2.00	0.54	Met		0.60	0.61			
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.45	Met		0.46	0.51			

	FFY 2020 ¹ (SFY 2021) Part B Indicators											
SPP/APR Indicators Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required				
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	0.94	*	Disproportionality for Black/African American students with Intellectual Disabilities, Emotional Disabilities, and Other Health Impairments was			
	 disability categories by race as a result of inappropriate identification Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 	Asian	*	*	*	*	*	0.93	identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to			
		Black/African American	2.28	1.61	2.56	1.00	2.46	1.32	improve student results.			
10		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*				
		White	0.61	0.95	1.01	1.53	0.90	1.27				
	* Cell size < 5 or N size is < 20	2 or more races	0.39	0.56	0.38	1.00	0.41	0.86				
	COMAR 13A.08.01.21	Hispanic/Latino	0.43	0.55	0.17	0.77	0.23	0.53				

Baltimore City Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021

		FF	Y 2020 (SFY	2021) Part	B Indicators		
	SPP/APR Indicators		FFY 2020	-	Action Required	Previous	s Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	93.26%	Not Met	Target not met. Submit 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 2019 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%	84.62%	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 2019 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%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	93.22%	86.20%

Baltimore City Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021

		Other Dat	a Conside	rations		
SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results Indicator Compliance Indicator	State	Local	Target		FFY	FFY
	Target	Results ¹	Met		2019	2018
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%	Not Met	Untimely Maintenance of Effort (MOE), Excess Cost, and invoicing.	100%	100%
Number of State complaints filed	NA	9	NA	5 complaints withdrawn or resolved.	14	14
Number of State complaints identified with violation(s)	NA	2	NA	2 complaints required corrective action.	8	7
Number of State findings from State complaints corrected in a timely manner	NA	1	NA	1 corrective action not yet due at this time.	7	6
Number of due process hearings filed	NA	8	NA	No further action required.	17	20
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	4
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	No further action required.	NA	NA

Baltimore City Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021

Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	NA	NA
Number of SWD Restraints	NA	1	NA	100% of LEA's restraints were SWD.	NA	NA
Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



May 23, 2022

Tashawana Miller Director of Education SEED School of Maryland 200 Front Hill Avenue Baltimore, MD 21223

Dear Ms. Miller:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the SEED School of Maryland has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Ms. Miller May 23, 2022 Page Two

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

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Hope O'Neil Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	020 (SFY 20)	21) Part <u>B</u> I	ndicators		
		icators			FFY 2020			Previous	Results
Re				State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1		tudents with IEPs graduating with a regulationtudents with IEPs graduating with a regulationtudents with IAR 13A.03.02.09OMAR 13A.05.01.01tudents with IEPs dropping out (ESSA 0tudents with IEPs dropping out (ESSA 0tadents with IEPs dropping out (ESSA 0tadents with IEPs dropping out (ESSA 0comment articipation rates ofEP students in allrades in the LEAOMAROMAROMARA.05.11.05HSmildren with IEPsgainst grade levelcademicchievementandards.		≥ 73.35%	100%	Met	Target met. No further action required.	100%	NA
2		g data f		≤ 2.55%	0.00%	Met	Target met. No further action required.	0.00%	NA
	State Assessment:		Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	1 NA	NA
	IEP students in all	4	Reading	≥ 94.81%	NA	NA	- Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
2.4	grades in the LEA	0	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	grade-level test was given in the following school	NA	NA
	13A.05.11.05	ШC	Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
		нз	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for	4	Mathematics	≥ 6.71%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against grade level	4	Reading	≥ 6.19%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
	academic achievement	0	Mathematics	≥ 1.62%	0.00%	Not Met	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3B	standards.	8	Reading	≥ 6.36%	0.00%	Not Met	grade-level test was given in the following school	NA	NA
	COMAR		Mathematics	$\geq 7.04\%$	0.00%	Not Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	13A.05.11.05	HS	Reading	≥ 13.84%	0.00%	Not Met	2020 determinations. No further action required.	NA	NA

				FFY 2	2020 (SFY 2	021) Part B	Indicators		
		dicator			FFY 2020			Previous	s Results
Re	SPP/APR Indesults Indicator 🗖 C			State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	8	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05	0	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		ol NA NA C, NA NA NA NA NA NA ed NA NA	
		115	Reading	≥47.55%	NA	NA		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	7	Reading	≤ 17.41	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	FFY 2018 NA NA NA NA NA NA
3D	grade level academic achievement	8	Mathematics	≤ 6.41	1.79%	Met	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
50	standards.		Reading	≤ 24.74	14.04%	Met	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS		≤ 35.00	22.73%	Met	2020 determinations. No further action required.	NA	NA
		115	Reading	≤ 48.51	38.10%	Met		NA	NA

		FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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.	0.39	*
4A	 Single suspensions (> 10 days): Disabled vs. nondisabled 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.	3.08	*
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	100%	Met	Target met. No further action required.	100%	98.33%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
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	≤ 6.41%	0.00%	Met	Target met. No further action required.	0.00%	0.00%

			FFY 2	.020 (SFY 20	21) Part B	Indicators		
				FFY 2020			Previous	s Results
<mark> </mark>	SPP/APR Indica esults Indicator Com	pliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: So childhood setting the majo COMAR 13A.05.01.10		≥ 60.87%	N/A	NA	Not applicable.	N/A	N/A
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	N/A	NA	Not applicable.	N/A	N/A
6C	Students aged 3-5 LRE: H	ome	≤ 0.33%	N/A	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	N/A	N/A	NA	Not applicable.	N/A	N/A
/A	skills COMAR 13A.13.01.09	2. Exits within age expectations	N/A	N/A	NA	Not applicable.	N/A	N/A
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.37%	NA	NA	Not applicable	NA	NA
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	NA	NA	Not applicable	NA	NA
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.65%	NA	NA	Not applicable	NA	NA
7C	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	NA	NA	Not applicable	NA	NA

			FFY 2	2020 (SFY 20	21) Part B	Indicators		
	SPP/APR Indica	ators		FFY 2020			Previou	s Results
Re	esults Indicator Com		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Parent Survey	Age 3-5	≥85.00%	NA	NA	No further action required.	NA	NA
	Note: Response Rate targets based on State mean.	Age 6-21	≥72.00%	84%	Met	Target met. No further action required.	82.00%	75.00%
8	* Less than 10 survey responses	Preschool Response Rate	≥26%	NA	NA	No further action required.	NA	NA
	responses	School-Age Response Rate	≥11%	79%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
14	left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	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	≥56.63%	NA	NA	No further action required.	NA	NA

			FFY 2	.020 (SFY 20	21) Part B I	ndicators		
	SPP/APR Indicator	S		FFY 2020		Action Required	Previou	s Results
Results II	ndicator Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	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.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	*	Met		*	*
	Discrepancy exists in the	Black/African American	< 2.00	*	Met		*	*
4B (Ages 6-21)	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
0-21)	* Cell size < 5 or N size is < 20	White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

			FFY 2	2020 (SFY 20	021) Part <u>B</u>	Indicators		
	(≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identificationNative Black/Africa American \square Discrepancy exists in the extenseNative Hawaiian/Po	ors		FFY 2020		Action Required	Previou	s Results
Results	s Indicator 📃 Comp	bliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	representation (≥ 2.0) in students	Indian/Alaska	< 2.00	*	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	*	*
	education of racial	Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.41	Met		1.28	1.39
9 (Ages 6-21)	exists in the category	Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
,	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	*	Met		*	*
	N size is < 20	2 or more races	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	*	Met		*	*

				FF	Y 2020 ¹ (SFY 2021) Pa	art B Indica	tors	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	
	Disproportionate representation (≥ 2.0) in	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Specific Learning Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an
	disability categories by race as a result of	Asian	*	*	*	*	*	*	Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	inappropriate identification	Black/African American	*	2.16	3.89	*	2.91	*	
10	exists in the category Cell size ≥ 5	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
	N-size is <u>≥</u> 20	White	*	*	*	*	*	*	
	 Cell size < 5 or N size is < 20 	2 or more races	*	*	*	*	*	*	
	COMAR 13A.08.01.21	Hispanic/Latino	*	*	*	*	*	*	

		F	FY 2020 (SF	Y 2021) Pa	rt B Indicators		
_	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	s Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	No further action required.	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%

SPP/APR Indicators		FFY 2020		Action Required	Previous	Results
Results Indicator 📃 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	3
Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.0%	Met	Target met. No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	0.0%	Met	Target met. No further action required.	NA	NA

Percentage of students taking the Alternate Assessment: Science	<1.0%	0.0%	Met	Target met. No further action required.	NA	NA
Number of SWD Restraints	NA	NA	NA	NA	NA	NA
Number of SWD Seclusions	NA	NA	NA	NA	NA	NA



May 23, 2022

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Maryland School for the Blind has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Mr. Hair May 23, 2022 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 Maryland School for the Blind has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Joshua Irzyk, Ed.D. Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 2	2020 (SFY 20	021) Part B	Indicators		
		licotor			FFY 2020			Previous	s Results
Re	SPP/APR Inc sults Indicator		s nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs grad diploma - Annual 618 1 2019-2020) COMAR 13A.03.02.09 COMAR 13A.05.01.01	Data (la		≥ 73.35%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	, data fo		≤ 2.55%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	State Assessment:	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	Reading	≥ 94.81%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	grades in the LEA	8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school	NA	NA
3A	COMAR	8	Reading	≥ 76.09%	NA	NA	year. Participation data were skewed since the	NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
		HS	Reading	≥ 90.62%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
	Proficiency rate for	4	Mathematics	$\geq 6.71\%$	NA	NA	Maryland received a waiver from the US	NA	NA
	children with IEPs against grade level	4	Reading	≥ 6.19%	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA
	academic	8	Mathematics	≥ 1.62%	NA	NA	year during the early fall of the 2021-2021 school	NA	NA
3B	achievement	0	Reading	$\geq 6.36\%$	NA	NA	year. Participation data were skewed since the	NA	NA
	standards.		Mathematics	$\geq 7.04\%$	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
	COMAR 13A.05.11.05	HS	Reading	≥ 13.84%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA

				FFY 2	020 (SFY 20	21) Part <u>B</u>	Indicators		
		liaatawa			FFY 2020			Previous	s Results
Re	SPP/APR Ind sults Indicator Co		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement standards.		Reading	≥ 15.57%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3C		8	Mathematics	≥ 11.23%	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
		115	Reading	≥47.55%	NA	NA		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
	grade level academic achievement	8	Mathematics	≤ 6.41	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3D	standards.	0	Reading	≤ 24.74	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	N N		≤ 35.00	NA	NA	2020 determinations. No further action required.	NA	NA
		115	Reading	≤ 48.51	NA	NA		NA	NA

		FFY 2	020 (SFY 202	21) Part B I	ndicators		
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 * Cell size < 5 or N size is < 20 	≤ 2.00 ≤ 2.00	NA	NA	No further action required. No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	NA	NA	No further action required.	0.00%	0.00%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	NA	NA	No further action required.	0.00%	0.00%
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	≤ 6.41%	NA	NA	No further action required.	100%	100%

¹Local results are based on current data unless otherwise indicated. MSB Annual Data FFY 2020

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

			FF <u>Y 2</u>	020 (SFY 20	21) Part <u>B I</u>	ndicators		
				FFY 2020			Previou	s Results
Re	SPP/APR Indicat sults Indicator Comp	liance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Se childhood setting the major COMAR 13A.05.01.10		≥ 60.87%	100%	Met	Target met. No further action required.	87.50%	92.86%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	parate School or Class	≤ 20.92%	0.00%	Met	Target met. No further action required.	12.50%	0.00%
6C	Students aged 3-5 LRE: Ho	ome	≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	66.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	60.00%	62.50%
/A	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.	0.00%	11.11%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	60.00%	44.44%
/B	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	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.	0.00%	11.11%

			FFY 2	020 (SFY 20	21) Part <u>B l</u> i	ndicators		
	SPP/APR Indica	tous		FFY 2020			Previou	s Results
Re	sults Indicator Com		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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.	40.00%	37.50%
	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.	0.00%	11.11%
		Age 3-5	≥85.00%	*	NA	Less than 10 surveys received.	100%	*
	Parent Survey Note: Response Rate targets	Age 6-21	≥72.00%	88%	Met	Target met. No further action required.	89%	79%
8	based on State mean. * Less than 10 survey	Preschool Response Rate	≥26%	27%	Met	Target met. No further action required.	NA	NA
	responses	School-Age Response Rate	≥11%	48%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
14	effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	NA	NA	No further action required.	NA	NA

			FFY 2	.020 (SFY 202	21) Part <u>B I</u>	ndicators		
	SPP/APR Indicator			FFY 2020		Action Required	Previou	s Results
Results Ir	ndicator 🗖 Compli	ance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
	Discrepancy	Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA
4B (Ages 6-21)	exists in the category Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	NA	NA		NA	NA
0-21)	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino						
			< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21							

			FFY 2	.020 (SFY 20	21) Part B I	ndicators			
	SPP/APR Indicator	s		FFY 2020		Action Required	Previou	us Results	
Results II	ndicator Compli	ance Indicator State Target		State Local Target Results ¹	Target Met		FFY 2019	FFY 2018	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA	
	ages 6-21 special education of racial groups as a result of inappropriate	Asian	< 2.00	NA	NA		NA	NA	
	inappropriate identification	Black/African American	< 2.00	NA	NA		NA	NA	
9		Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA	
(Ages 6-21)	Discrepancy exists in the category Cell size ≥ 5	White	< 2.00	NA	NA		NA	NA	
	$\frac{\text{Cell size} \ge 5}{\text{N-size is} \ge 20}$ * Cell size < 5 or	2 or more races	< 2.00	NA	NA		NA	NA	
	N size is < 20	Hispanic/Latino	< 2.00	NA	NA		NA	NA	

		INOLICE	of Perio	ormance	IOF UIG	e Period J	July 1, 20	120 – J	lune 30, 2020
				FFY	2020 ¹ (S	FY 2021) Pai	rt B Indicato	ors	
	SPP/APR Indi Compliance Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
	(≥ 2.0) in disability categories by race as a result of	Asian	NA	NA	NA	NA	NA	NA	
	inappropriate identification	Black/African American	NA	NA	NA	NA	NA	NA	
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
	Cell size ≥ 5 N-size is ≥ 20	White	NA	NA	NA	NA	NA	NA	
	* Cell size < 5 or N size is < 20	2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	

¹Local results are based on current data unless otherwise indicated. MSB Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention/Special Education Services

		FF	(2020 (SFY)	2021) Part	B Indicators		
	SPP/APR Indicators		FFY 2020		Action Required	Previou	s Results
Results	Indicator Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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	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 2019 was corrected within one year of the written finding.	92.93%	94.87%

		Other Dat	ta Considera	tions		
SPP/APR Indicators		FFY 2020)	Action Required	Previo	us Results
Results Indicator Compliance Indicator	State Target				FFY 2019	FFY 2018
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 complaints required corrective action.	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	0
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	NA	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	NA	NA	NA

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

MSB Annual Data FFY 2020

Maryland State Department of Education

Division of Early Intervention/Special Education Services

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Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	NA	NA	NA
Number of SWD Restraints	NA	NA	NA	NA	NA	NA
Number of SWD Seclusions	NA	NA	NA	NA	NA	NA



May 23, 2022

Tara Holloway Director of Curriculum and Instruction Maryland School for the Deaf 101 Clarke Place Frederick, MD 21705-0250

Dear Ms. Holloway:

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 education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2020 Part B determinations, the Maryland School for the Deaf has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

- 1. *FFY 2020 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two please note that fiscal and complaints/due process hearing data continues to be used);
- 2. *FFY 2020 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- 3. FFY 2020 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); and
- 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 LEAs).

For the FFY 2020 local determinations, data were collected from July 1, 2020 to June 30, 2021. While data used in the FFY 2020 local determinations reflect program performance during the COVID-19 pandemic, the required local program responsive actions will be implemented post-pandemic. For FFY 2020, the DEI/SES increased the number of results indicator bands required to "Meet Requirements" from four results indicator bands to five results indicator bands. The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LEA's determination status may be impacted in the future. The DEI/SES continues to recognize and value the commitment and delivery of highly-effective services implemented by each LEA.

Ms. Holloway May 23, 2022 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 Maryland School for the Deaf has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LEAs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

Each LEA is 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 & Trancykowski

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

MEF/BMM/mj

Attachments

c: Jennifer Yost Ortiz Mohammed Choudhury Deann Collins, Ed.D. Alison Barmat Carmen Brown Brian Morrison, Ph.D. Gary Richardson

				FFY 20	20 (SFY 202	1) Part B li	ndicators		
	SPP/APR Ind	licators			FFY 2020			Previous	s Results
Res			ce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
1	Students with IEPs gradiploma - Annual 618 2019-2020) COMAR 13A.03.02.0 COMAR 13A.05.01.0	Data (la		≥ 73.35%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
2	Students with IEPs dru leaver rate based on la COMAR 13A.08.01.0	ig data fo		≤ 2.55%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	State Assessment:	4	Mathematics	≥ 94.43%	NA	NA	Maryland received a waiver from the US	NA	NA
	Participation rates of IEP students in all	4	4 Reading $\geq 94.81\%$	NA	NA	Department of Education to administer a shortened statewide assessment for the 2020-2021 school	NA	NA	
	grades in the LEA	8	Mathematics	≥ 74.85%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the grade-level test was given in the following school	NA	NA
3A	COMAR	0	Reading	≥ 76.09%	NA	NA		NA	NA
	13A.05.11.05		Mathematics	≥ 89.65%	NA	NA	year. As such, Assessment Indicators 3A, 3B, 3C, and 3D were not used in the development of FFY	NA	NA
	*For the FFY 2020 calculation using October 1, 2020 student counts	HS	Reading	≥ 90.62%	NA	NA	2020 determinations. No further action required.	NA	NA
	Proficiency rate for children with IEPs	4	Mathematics	≥ 6.71%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against grade level	4	Reading	≥ 6.19%	NA	NA	statewide assessment for the 2020-2021 school	NA	NA
10	academic achievement	8	Mathematics	≥ 1.62%	NA	NA	year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3B	standards.	0	Reading	≥ 6.36%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
	COMAR	UC	Mathematics	≥ 7.04%	NA	NA	and 3D were not used in the development of FFY	NA	NA
	13A.05.11.05	HS	Reading	≥ 13.84%	NA	NA	2020 determinations. No further action required.	NA	NA

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

				<u>FF</u>	2020 (S <u>FY</u>	2021) Part	B Indicators		
	SPP/APR In	dicator			FFY 2020			Previou	us Results
Re		Compliance Indicator		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Proficiency rate for children with IEPs	4	Mathematics	≥ 10.68%	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	against alternate academic achievement	4	Reading	≥ 15.57%	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school year. Participation data were skewed since the	NA	NA
3C	standards.	0	Mathematics	≥ 11.23%	NA	NA	grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
30	COMAR 13A.05.11.05	8	Reading	≥ 16.55%	NA	NA	and 3D were not used in the development of FFY 2020 determinations. No further action required.	NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
		нз	Reading	≥47.55%	NA	NA		NA	NA
	Gap in proficiency rates for children	4	Mathematics	≤ 14.01	NA	NA	Maryland received a waiver from the US Department of Education to administer a shortened	NA	NA
	with IEPs and all students against	4	Reading	≤ 17.41	NA	NA	statewide assessment for the 2020-2021 school year during the early fall of the 2021-2022 school	NA	NA
3D	grade level academic achievement standards.	8	Mathematics	≤ 6.41	NA	NA	year. Participation data were skewed since the grade-level test was given in the following school year. As such, Assessment Indicators 3A, 3B, 3C,	NA	NA
50		0	Reading	≤ 24.74	NA	NA	and 3D were not used in the development of FFY	NA	NA
	COMAR 13A.05.11.05	HS	Mathematics	≤ 35.00	NA	NA	2020 determinations. No further action required.	NA	NA
		пз	Reading	≤ 48.51	NA	NA		NA	NA

		nual Data		APR Pa	he Deaf rt B Indicators ly 1, 2020 – June 30, 2021		
			20 (SFY 202				
	SPP/APR Indicators		FFY 2020			Previou	s Results
Re	sults Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
4A	 Multiple suspensions (> 10 days): Disabled vs. nondisabled 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 Single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 * Cell size < 5 or N size is < 20 	≤ 2.00 ≤ 2.00	NA	NA	No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥ 70.71%	NA	NA	No action further required.	0.00%	0.00%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 12.00%	NA	NA	No further action required.	0.00%	0.00%
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	≤ 6.41%	NA	NA	No further action required.	100%	100%

¹Local results are based on current data unless otherwise indicated. MSD Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention/Special Education Services

			nual Data		APR Pa	he Deaf rt B Indicators ly 1, 2020 – June 30, 2021		
			FFY 2(020 (SFY 202	21) Part B Ir	ndicators		
	SPP/APR Indica	tors		FFY 2020			Previou	s Results
Re	sults Indicator Comp		State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
6A	5A Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	NA	NA	No further action required.	0.00%	0.00%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 20.92%	NA	NA	No further action required.	100%	100%
6C	Students aged 3-5 LRE: H	ome	$\leq 0.33\%$	NA	NA	No further action required.	NA	NA
7.4	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.78%	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.	63.64%	45.45%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥53.00%	38.89%	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.	60.87%	58.33%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	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.	63.64%	18.18%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥51.12%	38.89%	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.	52.17%	54.17%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	61.54%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	66.67%
/C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.48%	55.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	69.57%	79.17%

¹Local results are based on current data unless otherwise indicated. MSD Annual Data FFY 2020 Maryland State Department of Education Division of Early Intervention/Special Education Services

			FFY 2	020 (SFY 202	1) Part B l	ndicators		
		to		FFY 2020			Previou	s Results
Res	SPP/APR Indica sults Indicator 🗖 Com	pliance Indicator	State Target		Target Met	Action Required	FFY 2019	FFY 2018
		Age 3-5	≥85.00%	91%	Met	Target met. No further action required.	92%	86%
	Parent Survey	Age 6-21	≥72.00%	81%	Met	Target met. No further action required.	80%	73%
8	* Less than 10 survey responses	Preschool Response Rate	≥26%	27%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	23%	Met	Target met. No further action required.	NA	NA
	Percent of youth who are no longer in secondary	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
14	school, had IEPs in effect at the time they left school, and were:	B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	NA	NA	No further action required.	NA	NA

			FFY 202	20 (SFY 2021) Part B Ind	icators		
				FFY 2020			Previous	Results
Results Ind	SPP/APR Indicators	nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Discrepancy (≥ 2.0) in the rate of suspensions and	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	NA	NA		NA	NA
	Discrepancy exists in the	Black/African American	< 2.00	NA	NA		NA	NA
4B (Ages 6-21)	category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA
	* Cell size < 5 or N size is < 20	White	< 2.00	NA	NA		NA	NA
	COMAR	2 or more races	< 2.00	NA	NA		NA	NA
	13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA]	NA	NA

			FFY 202	20 (SFY 2021) Part B Ind	licators		
	SPP/APR Indicators			FFY 2020			Previous	Results
Results Inc		nce Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	NA	NA		NA	NA
	inappropriate identification	Black/African American	< 2.00	NA	NA		NA	NA
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA
0-21)	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	NA	NA		NA	NA
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA		NA	NA

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2020 – June 30, 2021

				FFY 2020	¹ (SFY 20)	21) Part B Ir	dicators		
Co	SPP/APR Indica		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
	(≥ 2.0) in disability categories by race	Asian	NA	NA	NA	NA	NA	NA	
	as a result of inappropriate identification	Black/African American	NA	NA	NA	NA	NA	NA	
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
	category Cell size ≥ 5 N-size is ≥ 20	White	NA	NA	NA	NA	NA	NA	
	* Cell size < 5 or N size is < 20	2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	

		FFY 20	020 (SFY 202	1) Part B li	ndicators	.	
	SPP/APR Indicators	FFY 2020				Previous Resu	
Results In	ndicator 📃 Compliance Indicator	State Target	Local Results ¹	Target Met	Action Required	FFY 2019	FFY 2018
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%	93.33%
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	96.25%	100%

	0	ther Data	Consider	ations		
		FFY 2020			Previou	ıs Results
SPP/APR Indicators Results Indicator Compliance Indicator	State Target			Action Required	FFY 2019	FFY 2018
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	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	1
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	No further action required.	NA	NA
Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	No further action required.	NA	NA

Maryland School for the Deaf Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2020 – June 30, 2021							
	Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	No further action required.	NA	NA
	Number of SWD Restraints	NA	NA	NA	No further action required.	NA	NA
	Number of SWD Seclusions	NA	NA	NA	No further action required.	NA	NA