



Mohammed Choudhury
State Superintendent of Schools

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.

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

Allegany 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 <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 73.35%	83.33%	Met	Target met. No further action required.	72.73%	72.41%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 2.55%	1.98%	Met	Target met. No further action required.	3.25%	0.93%
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	5.05%	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 2020 determinations. No further action required.	NA	29.84%
			Reading	≥ 6.19%	6.06%	Not Met		NA	22.58%
		8	Mathematics	≥ 1.62%	2.50%	Met		NA	9.72%
			Reading	≥ 6.36%	7.50%	Met		NA	11.11%
		HS	Mathematics	≥ 7.04%	0.00%	Not Met		NA	2.00%
			Reading	≥ 13.84%	1.96%	Not Met		NA	7.69%

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Maryland State Department of Education
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	20.00%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	33.33%	Not Met		NA	NA
			Reading	≥ 47.55%	33.33%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	15.03%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	18.08%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	1.97%	Met		NA	NA
			Reading	≤ 24.74	15.61%	Met		NA	NA
		HS	Mathematics	≤ 35.00	35.17%	Not Met		NA	NA
			Reading	≤ 48.51	58.88%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	<2.00	*	Met		*	1.04
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	<2.00	*	Met		1.02	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	4.23%	Met	Target met. No further action required.	4.28%	4.49%

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FFY 2020 (SFY 2021) Part B Indicators

SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		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%	71.05%	Met	Target met. No further action required.	81.69%	85.33%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	3.51%	Met	Target met. No further action required.	4.23%	2.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	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%
	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%
	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%

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FFY 2020 (SFY 2021) Part B Indicators

SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		Preschool Response Rate	≥26%	35%	Met	No further action required.	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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	15.87%	Small cell size
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*




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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	<div>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.47	Met		0.50	0.57
		Black/African American	< 2.00	0.84	Met		0.88	0.73
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.45	Met		1.25	1.26
		2 or more races	< 2.00	0.73	Met		0.75	0.89
		Hispanic/Latino	< 2.00	0.53	Met		1.05	0.70

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FFY 2020 ¹ (SFY 2021) Part B Indicators										
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action	
	Compliance Indicator									
10		Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Disproportionality for White students with Specific Learning Disabilities was identified. Disproportionality for Multi-race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
			Asian	*	*	*	*	*	*	
			Black/African American	2.15	0.58	4.63	0.47	*	*	
		Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
			White	0.89	2.03	0.37	1.80	1.30	1.16	
			2 or more races	*	0.54	2.29	0.73	1.02	0.98	
		* Cell size < 5 or N size is < 20								
	COMAR 13A.08.01.21	Hispanic/Latino	*	*	*	*	*	*		



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Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
Results Indicator	Compliance	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.	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%

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Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020 (SFY 2021) Part B Indicators FFY 2020			Action Required	Previous Results	
		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.	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

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	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



Mohammed Choudhury
State Superintendent of Schools

May 23, 2022

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

Dear Dr. Arlotto:

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Attached please find supporting documents:

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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 Anne Arundel County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MEF/BMM/mj

Attachments

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

Anne Arundel 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 <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	76.09%	Met	Target met. No further action required.	68.56%	66.09%
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%	2.49%	Met	Target met. No further action required.	3.88%	3.45%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	5.54%	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 2020 determinations. No further action required.	NA	10.88%
			Reading	≥ 6.19%	5.02%	Not Met		NA	10.26%
		8	Mathematics	≥ 1.62%	1.60%	Not Met		NA	8.68%
			Reading	≥ 6.36%	5.33%	Not Met		NA	8.17%
		HS	Mathematics	≥ 7.04%	8.10%	Met		NA	7.44%
			Reading	≥ 13.84%	15.03%	Met		NA	12.06%





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Anne Arundel County Annual Data FFY 2020
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2020 – June 30, 20201

FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	2.56%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	7.59%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	56.00%	Met		NA	NA
			Reading	≥ 47.55%	52.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	14.74%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	19.77%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	6.63%	Not Met		NA	NA
			Reading	≤ 24.74	31.88%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	45.06%	Not Met		NA	NA
			Reading	≤ 48.51	52.80%	Not Met		NA	NA

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 Anne Arundel County Annual Data FFY 2020
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Anne Arundel 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 Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		2.81	2.15
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		3.21	1.54
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	72.73%	Met	Target met. No further action required.	73.07%	72.18%
	COMAR 13A.05.01.10						



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Notice of Performance for the Period July 1, 2020 – June 30, 2021

FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 12.00%	9.74%	Met	Target met. No further action required.	9.53%	10.17%
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%	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: Services in regular early childhood setting the majority of the day 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: Separate School or Class COMAR 13A.05.01.10		≤ 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: Home		≤ 0.33%	0.27%	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%	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%
	COMAR 13A.13.01.09	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%




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Anne Arundel County
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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
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%
	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%
7C	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%
	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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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

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Anne Arundel County Annual Data FFY 2020
Maryland State Department of Education
Division of Early Intervention and Special Education Services

Anne Arundel 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 Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	57.78%	Met	Target met. No further action required.	65.44%	70.64%
		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.	69.71%	73.27%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		4.06	4.66
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.18	0.24
		<i>2 or more races</i>	< 2.00	*	Met		3.03	1.04
		<i>Hispanic/Latino</i>	< 2.00	*	Met		0.63	0.61

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 Anne Arundel County Annual Data FFY 2020
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Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2020 – June 30, 20201

FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	< 2.00	1.03	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.01	0.97
		Asian	< 2.00	0.56	Met		0.62	0.62
		Black/African American	< 2.00	1.40	Met		1.39	1.41
		Native Hawaiian/Pacific Islander	< 2.00	0.64	Met		0.78	0.83
		White	< 2.00	0.96	Met		0.96	0.95
		2 or more races	< 2.00	0.90	Met		0.88	0.82
	Hispanic/Latino	< 2.00	0.81	Met	0.81		0.81	
COMAR 13A.08.01.21								



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

Anne Arundel 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 Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div>									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #a6a6a6; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	1.39	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.92	0.24	*	0.59	0.30	1.18	
		Black/African American	2.39	1.54	2.34	0.71	1.67	1.40	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.64	0.78	0.82	1.55	0.88	0.90	
		2 or more races	0.33	0.68	1.27	0.90	1.32	1.08	
		Hispanic/Latino	0.80	1.23	0.34	0.78	0.63	0.70	



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

Anne Arundel 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 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%

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

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

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%	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	10	NA	10 complaints received.	13	9
	Number of State complaints identified with violation(s)	NA	5	NA	5 complaints required corrective action.	7	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.	4	2
	Number of due process hearings filed	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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Anne Arundel 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: 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



Mohammed Choudhury
State Superintendent of Schools

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 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
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Baltimore County
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020 ¹			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	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	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07			≤ 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%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	5.76%	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 2020 determinations. No further action required.	NA	9.49%
			Reading	≥ 6.19%	5.93%	Not Met		NA	8.26%
		8	Mathematics	≥ 1.62%	0.19%	Not Met		NA	5.62%
			Reading	≥ 6.36%	3.36%	Not Met		NA	5.29%
		HS	Mathematics	≥ 7.04%	1.48%	Not Met		NA	3.63%
			Reading	≥ 13.84%	6.39%	Not Met		NA	7.09%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	7.79%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	17.95%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	38.89%	Not Met		NA	NA
			Reading	≥ 47.55%	37.74%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	17.00%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	22.14%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	5.33%	Met		NA	NA
			Reading	≤ 24.74	30.06%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	25.37%	Met		NA	NA
			Reading	≤ 48.51	49.40%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		2.25	3.35
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		3.49	2.04
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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 practices to improve student results.	64.14%	65.30%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	10.50%	Met	Target met. No further action required.	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	$\leq 6.41\%$	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%

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		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%	61.09%	Met	Target met. No further action required.	77.89%	72.69%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	13.33%	Met	Target met. No further action required.	13.02%	14.71%
6C	Students aged 3-5 LRE: Home		≤ 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%	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%
	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%
7B	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%
	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%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%

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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		4.15	3.59
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.33	0.35
		<i>2 or more races</i>	< 2.00	*	Met		1.18	0.98
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators

SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	< 2.00	0.89	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.86	0.90
		Asian	< 2.00	0.55	Met		0.56	0.55
		Black/African American	< 2.00	1.30	Met		1.30	1.28
		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

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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4f81bd; margin-right: 5px;"></div> Compliance Indicator </div>									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #a6a6a6; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div> COMAR 13A.08.01.21	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. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.70	0.26	*	0.67	0.22	1.22	
		Black/African American	2.18	1.53	1.85	0.66	1.59	1.15	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		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	
		Hispanic/Latino	0.73	0.90	0.37	0.83	0.51	0.62	

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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%	94.37%	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 1 year of this letter.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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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%	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	18	NA	2 complaints withdrawn or resolved.	14	29
	Number of State complaints identified with violation(s)	NA	15	NA	12 complaints required corrective action.	8	16
	Number of State findings from State complaints corrected in a timely manner	NA	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 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%	1.0%	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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

Calvert County
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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
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	85.37%	Met	Target met. No further action required.	67.12%	73.61%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	1.24%	Met	Target met. No further action required.	1.81%	3.16%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	1.87%	Not Met	NA	15.24%
			Reading	≥ 6.19%	4.63%	Not Met	NA	12.38%
		8	Mathematics	≥ 1.62%	2.20%	Met	NA	11.65%
			Reading	≥ 6.36%	3.30%	Not Met	NA	15.53%
		HS	Mathematics	≥ 7.04%	9.72%	Met	NA	4.84%
			Reading	≥ 13.84%	12.16%	Not Met	NA	20.63%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	25.00%	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
			Reading	≥ 15.57%	25.00%	Met		NA	NA
		8	Mathematics	≥ 11.23%	100%	Met		NA	NA
			Reading	≥ 16.55%	100%	Met		NA	NA
		HS	Mathematics	≥ 52.78%	40.00%	Not Met		NA	NA
			Reading	≥ 47.55%	30.00%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	23.57%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	22.94%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	3.77%	Met		NA	NA
			Reading	≤ 24.74	35.75%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	53.60%	Not Met		NA	NA
			Reading	≤ 48.51	67.84%	Not Met		NA	NA

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Calvert County
Annual Data on SPP/APR Part B Indicators
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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	*
5A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	4.54%	Met	Target met. No further action required.	4.38%	4.24%

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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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	≥ 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	Students aged 3-5 LRE: Separate School or Class 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	≤ 0.33%	0.00%	Met	Target met. No further action required.	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%	81.97%	Met	Target met. No further action required.	66.67%	61.54%
		2. Exits within age expectations ≥53.00%	67.37%	Met	Target met. No further action required.	67.77%	68.57%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	84.29%	Met	Target met. No further action required.	66.67%	80.95%
		2. Exits within age expectations ≥51.12%	66.32%	Met	Target met. No further action required.	67.77%	65.71%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	88.76%	Met	Target met. No further action required.	83.81%	87.69%
		2. Exits within age expectations ≥59.48%	75.79%	Met	Target met. No further action required.	78.57%	78.57%




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FFY 2020 (SFY 2020) 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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	89%	Met	Target met. No further action required.	81%	88.00%
		Age 6-21	≥72.00%	82%	Met	Target met. No further action required.	70%	78.00%
		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	NA
		School-Age Response Rate	≥11%	16%	Met	Target met. No further action required.	NA	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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.	26.67%	26.98%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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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
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.67	1.65
		<i>Asian</i>	< 2.00	0.53	Met		0.57	0.54
		<i>Black/African American</i>	< 2.00	1.58	Met		1.71	1.67
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.85	Met		0.79	0.77
		<i>2 or more races</i>	< 2.00	0.92	Met		0.93	0.97
		<i>Hispanic/Latino</i>	< 2.00	0.81	Met		0.86	0.96

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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	2.61	2.28	3.06	0.96	1.49	1.81	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.67	0.65	0.49	1.23	0.90	0.65	
		2 or more races	*	0.73	1.54	0.90	1.18	0.92	
		Hispanic/Latino	*	1.05	*	0.79	0.52	1.32	



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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%	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 1 year of this letter.	100%	99.49%
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%	100.00%	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%	100.00%	Met	Target met. No further action required.	100%	97.62%

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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 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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Caroline County
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FFY 2020 (SFY 2021) Part B Indicators

SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	75.76%	Met	Target met. No further action required.	47.37%	65.22%
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%	0.57%	Met	Target met. No further action required.	1.28%	2.74%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	8	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		HS	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		8	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	13.95%
			Reading	≥ 6.19%	6.67%	Met		NA	11.63%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	7.14%
			Reading	≥ 6.36%	4.00%	Not Met		NA	2.38%
		HS	Mathematics	≥ 7.04%	12.50%	Met		NA	5.88%
			Reading	≥ 13.84%	14.29%	Met		NA	5.88%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	50.00%	Not Met		NA	NA
			Reading	≥ 47.55%	50.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	11.27%	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
			Reading	≤ 17.41	11.59%	Met		NA	NA
		8	Mathematics	≤ 6.41	1.33%	Met		NA	NA
			Reading	≤ 24.74	17.22%	Met		NA	NA
		HS	Mathematics	≤ 35.00	38.67%	Not Met		NA	NA
			Reading	≤ 48.51	52.47%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		*	*
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		*	*
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	81.48%	Met	Target met. No further action required.	81.11%	80.70%
	COMAR 13A.05.01.10						

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 12.00%	9.55%	Met	Target met. No further action required.	10.19%	11.31%
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%	1.17%	Met	Target met. No further action required.	1.48%	1.36%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day 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: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	2.27%	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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.78%	69.57%	Met	Target met. No further action required.	60.00%	94.44%
		2. Exits within age expectations	≥53.00%	60.00%	Met	Target met. No further action required.	38.46%	74.07%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.37%	86.96%	Met	Target met. No further action required.	79.17%	90.00%
		2. Exits within age expectations	≥51.12%	60.00%	Met	Target met. No further action required.	46.15%	70.37%




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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
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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		Age 6-21	≥72.00%	82%	Met	Target met. No further action required.	92%	75.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	Small cell size
		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
		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

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators

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



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for White students with Intellectual Disabilities and Multi-race students with Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	1.49	1.45	1.47	0.97	0.78	1.42	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	2.18	1.12	1.34	1.69	1.42	0.77	
		2 or more races	*	0.59	*	0.99	2.06	1.64	
		Hispanic/Latino	*	0.75	*	0.32	0.25	0.72	



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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%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 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	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Carroll County
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FFY 2020 (SFY 2021) Part B Indicators								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	81.48%	Met	Target met. No further action required.	78.74%	83.24%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	2.03%	Met	Target met. No further action required.	1.15%	1.68%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	9.48%	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	17.05%
			Reading	≥ 6.19%	6.03%		NA	16.29%
		8	Mathematics	≥ 1.62%	3.91%		NA	15.46%
			Reading	≥ 6.36%	4.90%		NA	17.53%
		HS	Mathematics	≥ 7.04%	13.39%		NA	12.84%
			Reading	≥ 13.84%	17.74%		NA	22.67%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	6.67%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	63.64%	Met		NA	NA
			Reading	≥ 47.55%	77.27%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	29.54%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	15.67%	Not Met		NA	NA
			Reading	≤ 24.74	30.88%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	59.59%	Not Met		NA	NA
			Reading	≤ 48.51	61.63%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	9.17
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		4.08	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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) COMAR 13A.05.01.10	$\leq 12.00\%$	10.33%	Met	Target met. No further action required.	9.73%	9.76%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 6.41\%$	3.47%	Met	Target met. No further action required.	3.52%	3.88%

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		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		≤ 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%	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%
	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%
	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%




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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		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%	77.61%	Met	Target met. No further action required.	77.19%	93.75%
	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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	91%	Met	Target met. No further action required.	86%	87.00%
		Age 6-21	≥72.00%	79%	Met	Target met. No further action required.	79%	73.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	25.31%	Met	Target met. No further action required.	28.24%	24.59%
		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%
		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%




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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.48	0.42
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*



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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 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
		<i>Asian</i>	< 2.00	0.60	Met		0.69	0.68
		<i>Black/African American</i>	< 2.00	1.27	Met		1.28	1.27
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.91	Met		*	*
		<i>White</i>	< 2.00	0.91	Met		0.90	0.88
		<i>2 or more races</i>	< 2.00	1.28	Met		1.29	1.36
		<i>Hispanic/Latino</i>	< 2.00	1.05	Met		1.05	1.12



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
 Compliance Indicator									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	1.29	0.26	*	0.56	0.46	1.10	
		Black/African American	1.82	1.72	1.35	0.73	1.22	1.19	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.91	0.76	1.06	1.07	0.88	0.99	
		2 or more races	*	1.10	1.26	1.19	1.58	1.32	
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Hispanic/Latino	0.81	1.50	0.76	1.10	1.03	0.67	



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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		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%	99.00%	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 children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	94.74%	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%	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%

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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	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

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	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 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 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 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

Cecil County
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FFY 2020 (SFY 2021) Part B Indicators								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	80.62%	Met	Target met. No further action required.	75.83%	74.11%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	2.35%	Met	Target met. No further action required.	3.15%	2.78%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	2.15%	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	6.74%
			Reading	≥ 6.19%	4.32%		NA	4.15%
		8	Mathematics	≥ 1.62%	2.46%		NA	9.24%
			Reading	≥ 6.36%	1.59%		NA	9.73%
		HS	Mathematics	≥ 7.04%	2.80%		NA	3.70%
			Reading	≥ 13.84%	4.90%		NA	6.86%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	0.00%	Not Met		NA	NA
			Reading	≥ 16.55%	16.67%	Met		NA	NA
		HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
			Reading	≥ 47.55%	66.67%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	15.90%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	13.85%	Met		NA	NA
		8	Mathematics	≤ 6.41	3.20%	Met		NA	NA
			Reading	≤ 24.74	25.38%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	41.28%	Not Met		NA	NA
			Reading	≤ 48.51	65.77%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		1.39	0.72
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		0.21	2.55
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	88.35%	Met	Target met. No further action required.	88.62%	89.72%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	5.06%	Met	Target met. No further action required.	4.10%	3.63%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	2.88%	Met	Target met. No further action required.	3.50%	3.25%
	COMAR 13A.05.01.10						
	COMAR 13A.05.01.16						



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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	71.51%	Met	Target met. No further action required.	76.76%	74.52%
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.	0.61%	0.32%
6C	Students aged 3-5 LRE: Home	≤ 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 skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥68.78%	72.22%	Met	Target met. No further action required.	74.29%	67.61%
		2. Exits within age expectations ≥53.00%	56.34%	Met	Target met. No further action required.	57.47%	46.07%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	83.08%	Met	Target met. No further action required.	72.00%	83.75%
		2. Exits within age expectations ≥51.12%	57.75%	Met	Target met. No further action required.	58.62%	38.20%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	75.47%	Met	Target met. No further action required.	77.14%	83.08%
		2. Exits within age expectations ≥59.48%	61.97%	Met	Target met. No further action required.	51.69%	51.69%

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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%




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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		0.32	0.45
		<i>2 or more races</i>	< 2.00	*	Met		*	4.18
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*



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



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FFY 2020 ¹ (SFY 2019) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
 Compliance Indicator									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Disproportionality for Multi-race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	2.14	1.22	1.25	0.77	1.29	1.25	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.74	0.97	0.97	1.32	1.11	0.79	
		2 or more races	0.75	0.83	2.40	0.80	0.83	1.40	
		Hispanic/Latino	0.71	1.02	*	0.84	0.66	1.09	

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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%	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 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	97.49%	94.68%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2020			Action Required	Previous Results	
		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.	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

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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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Charles County
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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
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 73.35%	85.57%	Met	Target met. No further action required.	83.81%	69.87%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 2.55%	1.18%	Met	Target met. No further action required.	1.56%	1.53%
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	2.42%	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 2020 determinations. No further action required.	NA	11.82%
			Reading	≥ 6.19%	2.41%	Not Met		NA	11.33%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	5.00%
			Reading	≥ 6.36%	2.31%	Not Met		NA	5.41%
		HS	Mathematics	≥ 7.04%	3.92%	Not Met		NA	17.50%
			Reading	≥ 13.84%	9.27%	Not Met		NA	23.91%



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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	23.53%	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
			Reading	≥ 15.57%	29.41%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
			Reading	≥ 47.55%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	6.81%	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
			Reading	≤ 17.41	15.13%	Met		NA	NA
		8	Mathematics	≤ 6.41	3.07%	Met		NA	NA
			Reading	≤ 24.74	20.15%	Met		NA	NA
		HS	Mathematics	≤ 35.00	30.80%	Met		NA	NA
			Reading	≤ 48.51	49.41%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		0.27	1.25
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		1.16	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	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%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	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%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	2.32%	Met	Target met. No further action required.	2.64%	3.66%
	COMAR 13A.05.01.10						
	COMAR 13A.05.01.16						

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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	84.38%	Met	Target met. No further action required.	73.30%	69.04%
6B	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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥68.78%	76.00%	Met	Target met. No further action required.	81.25%	82.86%
		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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	76.71%	Met	Target met. No further action required.	84.00%	87.14%
		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%




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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	79.17%	Met	Target met. No further action required.	83.71%	81.69%
		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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	28.08%	Met	Target met. No further action required.	23.96%	26.01%
		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%
		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%




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

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FFY 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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		1.53	0.94
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div><div></div>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	< 2.00	0.58	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.19	1.18
		Asian	< 2.00	1.26	Met		0.58	0.60
		Black/African American	< 2.00	*	Met		1.26	1.24
		Native Hawaiian/Pacific Islander	< 2.00	0.68	Met		*	*
		White	< 2.00	0.81	Met		1.00	0.98
		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

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

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

FFY 2020 (SFY 2019) 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%	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 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2018 was corrected within one year of the written finding.	99.06%	99.38%
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%

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

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Other Data Considerations							
SPP/APR Indicators		FFY 2020 ¹			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	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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	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



Mohammed Choudhury
State Superintendent of Schools

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	11.11%
			Reading	≥ 6.19%	12.12%	Met		NA	13.89%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	3.45%
			Reading	≥ 6.36%	0.00%	Not Met		NA	3.45%
		HS	Mathematics	≥ 7.04%	4.00%	Not Met		NA	0.00%
			Reading	≥ 13.84%	12.00%	Not Met		NA	0.00%

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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	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 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	≥ 15.57%	NA	NA		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
			Reading	≥ 47.55%	75.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	-1.61%	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
			Reading	≤ 17.41	6.79%	Met		NA	NA
		8	Mathematics	≤ 6.41	4.14%	Met		NA	NA
			Reading	≤ 24.74	15.64%	Met		NA	NA
		HS	Mathematics	≤ 35.00	33.07%	Met		NA	NA
			Reading	≤ 48.51	42.55%	Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		*	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		0.23	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	79.46%	Met	Target met. No further action required.	79.43%	76.16%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	5.45%	Met	Target met. No further action required.	6.15%	7.30%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	1.98%	Met	Target met. No further action required.	2.36%	2.68%
	COMAR 13A.05.01.10						
	COMAR 13A.05.01.16						

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FFY 2020 (SFY 2021) Part B Indicators								
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day		≥ 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%
	COMAR 13A.05.01.10							
6B	Students aged 3-5 LRE: Separate School or Class		≤ 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
	COMAR 13A.05.01.10							
6C	Students aged 3-5 LRE: Home		≤ 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%	70.00%	Met	Target met. No further action required.	88.89%	61.11%
		2. Exits within age expectations	≥53.00%	60.00%	Met	Target met. No further action required.	42.86%	27.27%
	COMAR 13A.13.01.09							
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.	73.68%	73.68%
		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%
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	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.	90.00%	80.95%
		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%
	COMAR 13A.13.01.09							




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	*	NA	No further action required.	*	*
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size
		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
		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

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

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



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	2.81	0.87	0.57	0.95	1.35	0.72	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.50	1.23	1.37	0.99	1.04	1.28	
		2 or more races	*	1.31	*	1.61	*	*	
		Hispanic/Latino	*	0.75	*	0.94	*	1.61	



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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.	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%

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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	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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

Frederick 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								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	81.29%	Met	Target met. No further action required.	76.31%	76.49%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	0.23%	Met	Target met. No further action required.	0.54%	0.69%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	9.88%	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	18.35%
			Reading	≥ 6.19%	9.77%		NA	13.73%
		8	Mathematics	≥ 1.62%	3.56%		NA	11.83%
			Reading	≥ 6.36%	6.27%		NA	13.27%
		HS	Mathematics	≥ 7.04%	27.41%		NA	19.30%
			Reading	≥ 13.84%	26.34%		NA	26.50%





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Frederick County Annual Data FFY 2020
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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 <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	3.85%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	30.77%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	56.25%	Met		NA	NA
			Reading	≥ 47.55%	31.25%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	22.07%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	22.85%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	9.12%	Not Met		NA	NA
			Reading	≤ 24.74	31.96%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	49.15%	Not Met		NA	NA
			Reading	≤ 48.51	54.92%	Not Met		NA	NA

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Frederick County Annual Data FFY 2020
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Frederick County
Annual Data on SPP/APR Part B Indicators
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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	2.02
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	82.20%	Met	Target met. No further action required.	82.86%	82.16%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	7.05%	Met	Target met. No further action required.	6.83%	7.31%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	4.77%	Met	Target met. No further action required.	4.38%	4.60%
	COMAR 13A.05.01.10						
	COMAR 13A.05.01.16						



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Frederick 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							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	72.20%	Met	Target met. No further action required.	55.85%	49.47%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	1.94%	Met	Target met. No further action required.	4.95%	8.98%
6C	Students aged 3-5 LRE: Home	≤ 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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥68.78%	85.97%	Met	Target met. No further action required.	84.80%	80.33%
		2. Exits within age expectations ≥53.00%	61.00%	Met	Target met. No further action required.	68.75%	68.04%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	84.75%	Met	Target met. No further action required.	80.78%	80.43%
		2. Exits within age expectations ≥51.12%	58.92%	Met	Target met. No further action required.	68.33%	66.67%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	83.50%	Met	Target met. No further action required.	84.31%	80.66%
		2. Exits within age expectations ≥59.48%	66.80%	Met	Target met. No further action required.	70.24%	66.67%

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Annual Data on SPP/APR Part B Indicators
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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		Age 6-21	≥72.00%	80%	Met	Target met. No further action required.	76%	71.00%
		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
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%




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Frederick County Annual Data FFY 2020
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Frederick County
Annual Data on SPP/APR Part B Indicators
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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	3.42
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	0.35
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*



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Frederick County Annual Data FFY 2020
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Frederick County
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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
9 (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	<i>American Indian/Alaska Native</i>	< 2.00	1.33	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.38	1.45
		<i>Asian</i>	< 2.00	0.48	Met		0.50	0.49
		<i>Black/African American</i>	< 2.00	1.27	Met		1.35	1.36
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.70	Met		0.93	0.80
		<i>White</i>	< 2.00	1.07	Met		1.00	1.00
		<i>2 or more races</i>	< 2.00	0.99	Met		1.03	0.93
		<i>Hispanic/Latino</i>	< 2.00	0.90	Met		0.92	0.95
	COMAR 13A.08.01.21							

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 Frederick County Annual Data FFY 2020
 Maryland State Department of Education
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Frederick 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 Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Compliance Indicator								
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	1.76	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	0.78	0.16	*	0.54	0.32	1.50	
		Black/African American	1.63	1.33	1.73	0.83	1.37	1.25	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.69	0.88	1.12	1.33	1.37	0.87	
		2 or more races	*	0.92	1.15	1.16	0.82	0.99	
		Hispanic/Latino	1.59	1.34	0.60	0.80	0.60	0.85	



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Frederick County Annual Data FFY 2020
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Frederick County
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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%	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%

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Frederick County Annual Data FFY 2020
Maryland State Department of Education
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Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2020 – June 30, 2021

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	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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Frederick 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: 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



Mohammed Choudhury
State Superintendent of Schools

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."**

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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).

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Mrs. Baker
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 Garrett County Board of Education to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MEF/BMM:mj

Attachments

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

Garrett 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 Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 73.35%	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.	66.67%	61.11%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 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%
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	10.00%
			Reading	≥ 6.19%	0.00%	Not Met		NA	0.00%
		8	Mathematics	≥ 1.62%	4.00%	Met		NA	11.11%
			Reading	≥ 6.36%	0.00%	Not Met		NA	16.65%
		HS	Mathematics	≥ 7.04%	0.00%	Not Met		NA	10.71%
			Reading	≥ 13.84%	8.33%	Not Met		NA	17.24%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	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
			Reading	≥ 15.57%	66.67%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	40.00%	Not Met		NA	NA
			Reading	≥ 47.55%	60.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	10.80%	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
			Reading	≤ 17.41	14.08%	Met		NA	NA
		8	Mathematics	≤ 6.41	11.70%	Not Met		NA	NA
			Reading	≤ 24.74	23.77%	Met		NA	NA
		HS	Mathematics	≤ 35.00	37.99%	Not Met		NA	NA
			Reading	≤ 48.51	50.87%	Not Met		NA	NA



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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		*	*
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	≤ 2.00	*	Met		*	*
	COMAR 13A.08.03.03						

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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
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.71%	79.73%	Met	Target met. No further action required.	79.48%	80.31%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 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 home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 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	\geq 60.87%	61.29%	Met	Target met. No further action required.	91.30%	80.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 20.92%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home	\leq 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 COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.78%	100%	Met	Target met. No further action required.	72.73%	76.47%
		2. Exits within age expectations \geq 53.00%	94.12%	Met	Target met. No further action required.	50.00%	76.00%




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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
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%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	91.67%	Met	Target met. No further action required.	72.73%	84.21%
	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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	*	*	No further action required.	*	*
		Age 6-21	≥72.00%	86%	Met	Target met. No further action required.	79%	80%
		Preschool Response Rate	≥26%	15%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	23%	Met	Target met. No further action required.	NA	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	*	*	No further action required.	77.27%	61.90%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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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
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	1.00	Met		0.93	1.43
		<i>2 or more races</i>	< 2.00	1.07	Met		1.27	0.85
		<i>Hispani/Latino</i>	< 2.00	1.00	Met		0.80	*



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

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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%	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%

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Other Data Considerations							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2020			Action Required	Previous Results	
		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	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

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FFY 2020 (SFY 2021) Part B Indicators								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 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%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 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%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	5.04%	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	9.03%
			Reading	≥ 6.19%	5.85%		NA	7.84%
		8	Mathematics	≥ 1.62%	1.55%		NA	8.90%
			Reading	≥ 6.36%	3.64%		NA	8.50%
		HS	Mathematics	≥ 7.04%	Met		NA	16.75%
			Reading	≥ 13.84%	11.94%		NA	23.08%





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SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	18.18%	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
			Reading	≥ 15.57%	22.73%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	55.88%	Met		NA	NA
			Reading	≥ 47.55%	50.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	16.58%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	24.83%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	1.72%	Met		NA	NA
			Reading	≤ 24.74	31.71%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	54.46%	Not Met		NA	NA
			Reading	≤ 48.51	55.83%	Not Met		NA	NA

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Harford County
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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		1.50	2.34
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		1.42	2.19
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	84.01%	Met	Target met. No further action required.	83.94%	94.28%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	3.78%	Met	Target met. No further action required.	3.92%	3.73%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 6.41\%$	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%



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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	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: Separate School or Class COMAR 13A.05.01.10	≤ 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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth ≥68.78%	83.12%	Met	Target met. No further action required.	73.68%	75.80%
	2. Exits within age expectations COMAR 13A.13.01.09	≥53.00%	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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.37%	83.65%	Met	Target met. No further action required.	75.00%	77.40%
	2. Exits within age expectations COMAR 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%




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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators  Results Indicator  Compliance Indicator			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	84.78%	Met	Target met. No further action required.	74.66%	79.85%
		2. Exits within age expectations	≥59.48%	62.37%	Met	Target met. No further action required.	61.70%	66.84%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		Age 6-21	≥72.00%	73%	Met	Target met. No further action required.	71.00%	60.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%

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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		3.84	2.58
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.14	0.31
		<i>2 or more races</i>	< 2.00	*	Met		*	2.04
		<i>Hispanic/Latino</i>	< 2.00	*	Met		1.77	1.03

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	0.79	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.61	0.55
		Asian	< 2.00	0.43	Met		0.39	0.38
		Black/African American	< 2.00	1.36	Met		1.39	1.40
		Native Hawaiian/Pacific Islander	< 2.00	0.89	Met		1.00	0.99
		White	< 2.00	0.85	Met		0.85	0.85
		2 or more races	< 2.00	1.02	Met		1.00	0.97
		Hispanic/Latino	< 2.00	1.05	Met		1.04	1.06
		Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21						

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FFY 2020¹ (SFY 2021) Part B Indicators

SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div> <div></div> Compliance Indicator </div>									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	0.15	---	0.74	0.15	0.86	
		Black/African American	2.07	1.50	1.82	0.90	1.58	1.23	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.52	0.86	0.69	1.05	0.77	0.88	
		2 or more races	1.16	0.79	1.35	1.05	1.19	1.12	
		Hispanic/Latino	1.30	1.11	0.77	1.14	0.93	0.90	
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div>								
	COMAR 13A.08.01.21								

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FFY 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%	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 1 year 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%

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Other Data Considerations							
SPP/APR Indicators <div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 10px; height: 10px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>		FFY 2020			Action Required	Previous Results	
		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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

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FFY 2020 (SFY 2021) Part B Indicators								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	81.99%	Met	Target met. No further action required.	70.47%	67.41%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	0.50%	Met	Target met. No further action required.	0.59%	0.96%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	11.48%	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	17.60%
			Reading	≥ 6.19%	12.34%		NA	16.91%
		8	Mathematics	≥ 1.62%	2.90%		NA	18.33%
			Reading	≥ 6.36%	8.94%		NA	15.00%
		HS	Mathematics	≥ 7.04%	16.24%		NA	15.18%
			Reading	≥ 13.84%	24.19%		NA	20.62%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	2.17%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	19.57%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	63.64%	Met		NA	NA
			Reading	≥ 47.55%	48.48%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	30.52%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	25.89%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	12.65%	Not Met		NA	NA
			Reading	≤ 24.74	36.60%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	58.54%	Not Met		NA	NA
			Reading	≤ 48.51	53.48%	Not Met		NA	NA

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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
4A	<p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	≤ 2.00	*	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
	<p>COMAR 13A.08.03.03</p> <p>Single suspensions (> 10 days): Disabled vs. nondisabled</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	1.51	*
	COMAR 13A.08.03.03						

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Howard County
Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.71%	74.65%	Met	Target met. No further action required.	75.96%	76.85%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 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 COMAR 13A.05.01.16	\leq 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	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 60.87%	80.00%	Met	Target met. No further action required.	86.96%	84.35%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 20.92%	0.18%	Met	Target met. No further action required.	0.21%	0.43%
6C	Students aged 3-5 LRE: Home	\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 \geq 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 \geq 53.00%	53.47%	Met	Target met. No further action required.	52.31%	51.18%




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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
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.37%	75.86%	Met	Target met. No further action required.	78.38%	77.71%
		2. Exits within age expectations	≥51.12%	53.88%	Met	Target met. No further action required.	49.62%	55.92%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	79.23%	Met	Target met. No further action required.	77.32%	75.50%
		2. Exits within age expectations	≥59.48%	62.86%	Met	Target met. No further action required.	61.15%	63.03%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	87%	Met	Target met. No further action required.	88%	82%
		Age 6-21	≥72.00%	75%	Met	Target met. No further action required.	77%	69%
		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%	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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	46.84%	Met	Target met. No further action required.	47.62%	49.31%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	3.92
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	1.10	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.17	1.44
		Asian	< 2.00	0.44	Met		0.44	0.44
		Black/African American	< 2.00	1.67	Met		1.61	1.61
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		0.64	0.98
		White	< 2.00	0.98	Met		1.00	0.98
		2 or more races	< 2.00	0.95	Met		0.97	0.99
		Hispanic/Latino	< 2.00	1.15	Met		1.18	1.19
	COMAR 13A.08.01.21							



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.52	0.18	0.13	0.40	0.23	0.73	
		Black/African American	1.81	1.93	1.88	1.27	2.25	1.54	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.75	0.92	1.36	1.19	1.02	0.98	
		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	

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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%	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%

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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%	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 manner	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Kent County
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	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	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07			≤ 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%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	0.00%
			Reading	≥ 6.19%	0.00%	Not Met		NA	0.00%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	5.88%
			Reading	≥ 6.36%	6.25%	Not Met		NA	5.88%
		HS	Mathematics	≥ 7.04%	0.00%	Not Met		NA	6.25%
			Reading	≥ 13.84%	5.56%	Not Met		NA	7.69%

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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
			Reading	≥ 47.55%	100%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	9.43%	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
			Reading	≤ 17.41	20.75%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	2.17%	Met		NA	NA
			Reading	≤ 24.74	22.17%	Met		NA	NA
		HS	Mathematics	≤ 35.00	28.13%	Met		NA	NA
			Reading	≤ 48.51	54.12%	Not Met		NA	NA

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SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		*	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		0.63	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	83.06%	Met	Target met. No further action required.	79.83%	78.45%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	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%	14.66%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	1.61%	Met	Target met. No further action required.	2.66%	1.72%



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SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 60.87%	73.33%	Met	Target met. No further action required.	100%	94.44%
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%	2.78%
6C	Students aged 3-5 LRE: Home	≤ 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%	100%	Met	Target met. No further action required.	66.67%	83.33%
	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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.37%	100%	Met	Target met. No further action required.	77.78%	66.67%
	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%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth ≥71.65%	100%	Met	Target met. No further action required.	70.00%	87.50%
	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%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	89%	Met	Target met. No further action required.	*	*
		Age 6-21	≥72.00%	77%	Met	Target met. No further action required.	79%	73.00%
		Preschool Response Rate	≥26%	46%	Met	Target met. No further action required.	Met	Met
		School Age Response Rate	≥11%	25%	Met	Target met. No further action required.	Met	Met
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	*	No further action required.	Small cell size	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	*	*	No further action required.	83.33%	Small cell size
		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

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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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



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FFY 2020 ¹ (SFY 2010) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category</div> <div>Cell size ≥ 5</div> <div>N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Specific Learning Disabilities and Other Health Impairments was identified. 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 evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	*	2.86	*	0.95	2.38	*	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		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	*	*	



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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%	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%

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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 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

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	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



Mohammed Choudhury
State Superintendent of Schools

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:

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. McKnight
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 Montgomery 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 Montgomery County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,





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

MEF/BMM/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

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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
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%	79.90%	Met	Target met. No further action required.	69.88%	68.81%
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%	1.37%	Met	Target met. No further action required.	2.28%	2.10%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	13.62%	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	18.98%
			Reading	≥ 6.19%	11.03%	Met		NA	14.68%
		8	Mathematics	≥ 1.62%	2.22%	Met		NA	16.54%
			Reading	≥ 6.36%	14.03%	Met		NA	17.16%
		HS	Mathematics	≥ 7.04%	11.99%	Met		NA	13.94%
			Reading	≥ 13.84%	22.91%	Met		NA	25.90%





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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
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	8.55%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	18.95%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	54.24%	Met		NA	NA
			Reading	≥ 47.55%	38.98%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	23.67%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	26.11%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	10.29%	Not Met		NA	NA
			Reading	≤ 24.74	31.16%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	45.55%	Not Met		NA	NA
			Reading	≤ 48.51	50.51%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	$\leq 2.00\%$	*	Met		2.88	5.64
	COMAR 13A.08.03.0						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	$\leq 2.00\%$	*	Met		7.49	2.30
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	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%	67.45%
	COMAR 13A.05.01.10						



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SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 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 LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 and COMAR 13A.05.01.16	≤ 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 childhood setting the majority of the day COMAR 13A.05.01.10	≥ 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: Separate School or Class COMAR 13A.05.01.10	≤ 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: Home	≤ 0.33%	0.20%	Met	Target met. No further action required.	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%	Met	Target met. No further action required.	67.80%	63.86%
		2. Exits within age expectations	≥53.00%	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.	48.34%	50.41%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.37%	Met	Target met. No further action required.	70.28%	66.88%
		2. Exits within age expectations	≥51.12%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	46.64%	49.17%




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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	75.67%	Met	Target met. No further action required.	72.24%	70.56%
		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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		Age 6-21	≥72.00%	74%	Met	Target met. No further action required.	73%	70.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	42.34%	Met	Target met. No further action required.	44.67%	45.66%
		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%
		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%




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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		4.93	4.33
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		0.74	0.68
COMAR 13A.08.01.21								



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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
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 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
		<i>Asian</i>	< 2.00	0.52	Met		0.51	0.51
		<i>Black/African American</i>	< 2.00	1.31	Met		1.31	1.29
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.85	Met		0.74	0.89
		<i>White</i>	< 2.00	0.93	Met		0.93	0.92
		<i>2 or more races</i>	< 2.00	0.89	Met		0.88	0.85
		<i>Hispanic/Latino</i>	< 2.00	1.16	Met		1.17	1.21



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	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 letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.61	0.25	0.17	0.71	0.32	1.02	
		Black/African American	1.87	1.13	1.81	1.01	1.48	1.40	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.51	0.70	1.32	1.08	1.37	1.23	
		2 or more races	0.70	0.61	1.34	1.12	1.05	1.08	
		Hispanic/Latino	1.24	1.97	0.68	1.06	0.8	0.57	

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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%	98.09%	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.	97.62%	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%

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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%	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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.

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. Goldson
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 Prince George'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 Prince George's County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MEF/BMM/mj

Attachments

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

Prince George's County
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 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%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 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%
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	2.37%	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 2020 determinations. No further action required.	NA	8.48%
			Reading	≥ 6.19%	2.81%	Not Met		NA	7.42%
		8	Mathematics	≥ 1.62%	1.33%	Not Met		NA	6.00%
			Reading	≥ 6.36%	4.20%	Not Met		NA	4.65%
		HS	Mathematics	≥ 7.04%	2.27%	Not Met		NA	9.01%
			Reading	≥ 13.84%	8.45%	Not Met		NA	11.20%

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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	4.11%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	37.10%	Not Met		NA	NA
			Reading	≥ 47.55%	41.94%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	4.14%	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
			Reading	≤ 17.41	10.63%	Met		NA	NA
		8	Mathematics	≤ 6.41	2.36%	Met		NA	NA
			Reading	≤ 24.74	17.02%	Met		NA	NA
		HS	Mathematics	≤ 35.00	23.89%	Met		NA	NA
			Reading	≤ 48.51	40.86%	Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		1.98	4.05
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		3.36	1.71
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	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%



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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
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 60.87%	65.00%	Met	Target met. No further action required.	61.71%	62.54%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	19.88%	Met	Target met. No further action required.	17.15%	15.65%
6C	Students aged 3-5 LRE: Home	≤ 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%	72.77%	Met	Target met. No further action required.	70.63%	69.14%
	2. Exits within age expectations COMAR 13A.13.01.09	≥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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.37%	82.02%	Met	Target met. No further action required.	80.24%	79.76%
	2. Exits within age expectations COMAR 13A.13.01.09	≥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%
7C	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%
	2. Exits within age expectations COMAR 13A.13.01.09	≥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%



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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%




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SPP/APR Indicators			FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		3.45	4.36
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		0.78	0.33
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		0.26	0.27
COMAR 13A.08.01.21								

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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
9 (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	<i>American Indian/Alaska Native</i>	< 2.00	1.16	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	1.26	1.14
		<i>Asian</i>	< 2.00	0.62	Met		0.64	0.61
		<i>Black/African American</i>	< 2.00	1.38	Met		1.40	1.33
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.60	Met		0.58	0.48
		<i>White</i>	< 2.00	1.17	Met		1.18	1.22
		<i>2 or more races</i>	< 2.00	1.02	Met		0.97	0.99
		<i>Hispanic/Latino</i>	< 2.00	0.71	Met		0.70	0.74



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	1.33	*	*	*	1.12	Disproportionality for Black/African American students with Emotional Disabilities was identified. Disproportionality for White students with Speech/Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.61	0.27	0.29	0.61	0.27	1.33	
		Black/African American	1.48	1.09	3.90	1.42	1.96	1.81	
		Native Hawaiian/ Pacific Islander	*	0.82	*	*	*	*	
		White	0.59	0.89	1.39	2.05	1.22	1.54	
		2 or more races	0.94	0.65	0.84	1.58	0.92	1.54	
		Hispanic/Latino	0.74	1.02	0.2	0.58	0.5	0.42	

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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%	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 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	98.72%	98.47%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 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	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

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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	5	NA	100% of LEA's restraints were SWD.	NA	NA
	Number of SWD Seclusions	NA	NA	NA	LEA reported no seclusions.	NA	NA



Mohammed Choudhury
State Superintendent of Schools

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 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

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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020 ¹			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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) COMAR 13A.08.01.07			≤ 2.55%	0.00%	Met	Target met. No further action required.	0.52%	0.96%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	27.03%
			Reading	≥ 6.19%	1.59%	Not Met		NA	14.86%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	13.33%
			Reading	≥ 6.36%	1.85%	Not Met		NA	18.67%
		HS	Mathematics	≥ 7.04%	6.45%	Not Met		NA	10.34%
			Reading	≥ 13.84%	9.38%	Not Met		NA	11.11%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020 ¹			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	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
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	100%	Met		NA	NA
			Reading	≥ 47.55%	100%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	25.50%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	24.42%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	5.25%	Met		NA	NA
			Reading	≤ 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



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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		*	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) 5COMAR 13A.05.01.15	$\geq 70.71\%$	85.09%	Met	Target met. No further action required.	85.83%	87.77%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	8.25%	Met	Target met. No further action required.	8.12%	6.99%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 6.41\%$	2.03%	Met	Target met. No further action required.	1.65%	0.94%

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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	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: Separate School or Class 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	≤ 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	Students aged 3-5 demonstrate improved positive social-emotional skills	≥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%
	COMAR 13A.13.01.09	≥53.00%	60.00%	Met	Target met. No further action required.	31.82%	71.43%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	≥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%
	COMAR 13A.13.01.09	≥51.12%	55.56%	Met	Target met. No further action required.	36.36%	51.02%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	≥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%
	COMAR 13A.13.01.09	≥59.48%	62.22%	Met	Target met. No further action required.	50.00%	71.43%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	88%	Met	Target met. No further action required.	88%	88.00%
		Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	80%	66.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	36.11%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*
COMAR 13A.08.01.21								

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	1.45	Met		1.36	1.07
		Black/African American	< 2.00	1.92	Met		1.82	1.81
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.92	Met		0.91	0.89
		2 or more races	< 2.00	0.87	Met		0.78	0.79
		Hispanic/Latino	< 2.00	0.70	Met		0.76	0.84
	<div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>							



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Autism was identified. Disproportionality for Asian students Speech or Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	1.98	*	3.66	*	*	
		Black/African American	3.10	2.71	*	0.93	1.35	3.62	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.95	0.64	0.51	1.38	1.16	0.74	
		2 or more races	*	1.18	*	*	1.35	*	
		Hispanic/Latino	*	0.83	*	0.75	0.48	*	



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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%	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%

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2020– June 30, 2021

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	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

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Queen Anne's County Annual Data FFY 2020
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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

St. Mary's 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								
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	73.87%	Met	Target met. No further action required.	71.13%	73.03%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	1.85%	Met	Target met. No further action required.	3.83%	2.43%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	7.04%	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	12.26%
			Reading	≥ 6.19%	2.82%		NA	7.74%
		8	Mathematics	≥ 1.62%	2.04%		NA	10.71%
			Reading	≥ 6.36%	6.67%		NA	7.75%
		HS	Mathematics	≥ 7.04%	14.94%		NA	14.94%
			Reading	≥ 13.84%	15.46%		NA	11.76%

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St. Mary's County Annual Data FFY 2020
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Division of Early Intervention and Special Education Services

St. Mary's County
Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	6.67%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	57.14%	Met		NA	NA
			Reading	≥ 47.55%	42.86%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	18.54%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	23.43%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	8.62%	Not Met		NA	NA
			Reading	≤ 24.74	29.18%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	43.01%	Not Met		NA	NA
			Reading	≤ 48.51	52.90%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		2.97	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		1.70	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.71\%$	77.71%	Met	Target met. No further action required.	76.64%	74.75%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C)	$\leq 12.00\%$	9.82%	Met	Target met. No further action required.	9.71%	11.40%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	$\leq 6.41\%$	2.06%	Met	Target met. No further action required.	1.92%	1.69%
	COMAR 13A.05.01.10						
	COMAR 13A.05.01.16						



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St. Mary's County
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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>		FFY 2020			Action Required	Previous Results		
		State Target	Local Results ¹	Target Met		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%	74.42%	Met	Target met. No further action required.	77.11%	71.20%
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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial 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%
		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	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial 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%
		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	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	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%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	100%	Met	Target met. No further action required.	86%	82%
		Age 6-21	≥72.00%	83%	Met	Target met. No further action required.	68%	74%
		Preschool Response Rate	≥26%	28%	Met	Target met. No further action required.	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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.37	Met		0.45	0.38
		Black/African American	< 2.00	1.44	Met		1.42	1.55
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.82	Met		0.84	0.81
		2 or more races	< 2.00	1.12	Met		1.11	1.11
		Hispanic/Latino	< 2.00	0.88	Met		0.86	0.78
	COMAR 13A.08.01.21							



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	0.90	
		Black/African American	2.00	1.52	1.66	1.10	1.52	1.05	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	0.65	0.81	0.71	1.10	0.87	0.85	
		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	



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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%	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 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%

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Division of Early Intervention and Special Education Services

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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%	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the DEI/SES five-year strategic plan, *Moving Maryland Forward*, provides a statewide differentiated framework for general supervision and performance support. Based upon a comprehensive data analysis (including the SPP/APR local determination status), the Somerset 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 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

Somerset 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 <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	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	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07			≤ 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%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	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 2020 determinations. No further action required.	NA	10.20%
			Reading	≥ 6.19%	6.45%	Met		NA	12.24%
		8	Mathematics	≥ 1.62%	3.45%	Met		NA	13.51%
			Reading	≥ 6.36%	0.00%	Not Met		NA	8.11%
		HS	Mathematics	≥ 7.04%	8.33%	Met		NA	6.67%
			Reading	≥ 13.84%	8.33%	Not Met		NA	13.33%

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Maryland State Department of Education
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	0.00%	Not Met		NA	NA
			Reading	≥ 16.55%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 52.78%	20.00%	Not Met		NA	NA
			Reading	≥ 47.55%	60.00%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	12.78%	Met		NA	NA
		8	Mathematics	≤ 6.41	1.85%	Met		NA	NA
			Reading	≤ 24.74	13.04%	Met		NA	NA
		HS	Mathematics	≤ 35.00	29.70%	Met		NA	NA
			Reading	≤ 48.51	53.64%	Not Met		NA	NA

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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div>	≤ 2.00	*	Met		*	2.92
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 </div>	≤ 2.00	*	Met		0.27	*
	COMAR 13A.08.03.03						
	COMAR 13A.08.03.03						

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		≥ 70.71%	71.17%	Met	Target met. No further action required.	70.79%	72.04%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 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 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%	1.56%	Met	Target met. No further action required.	0.50%	1.26%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 60.87%	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.	65.79%	60.47%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.92%	6.67%	Met	Target met. No further action required.	7.89%	13.95%
6C	Students aged 3-5 LRE: Home		≤ 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 skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.78%	90.91%	Met	Target met. No further action required.	66.67%	85.71%
		2. Exits within age expectations	≥53.00%	58.33%	Met	Target met. No further action required.	44.44%	44.44%

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FFY 2020 (SFY 2021) Part B Indicators

SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.37%	91.67%	Met	Target met. No further action required.	70.00%	87.50%
		2. Exits within age expectations	≥51.12%	58.33%	Met	Target met. No further action required.	50.00%	55.56%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.65%	90.91%	Met	Target met. No further action required.	70.00%	85.71%
		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\$
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	*	NA	No further action required.	93%	*
		Age 6-21	≥72.00%	74%	Met	Target met. No further action required.	91%	84%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	Small cell size	Small cell size
		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%
		C. Higher ED or training program or	≥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%

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Notice of Performance for the Period July 1, 2020 – June 30, 2021

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

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FFY 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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		1.41	2.57
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	0.28
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*



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FFY 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
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	1.18	Met		1.18	1.03
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	1.11	Met		1.10	1.17
		<i>2 or more races</i>	< 2.00	0.80	Met		0.96	1.13
		<i>Hispanic/Latino</i>	< 2.00	0.46	Met		0.36	0.48



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 Somerset County Annual Data FFY 2020
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

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



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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%	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) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 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

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	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



Mohammed Choudhury
State Superintendent of Schools

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:

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Dr. Griffith
May 23, 2022
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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 Talbot County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MEF/BMM:mj

Attachments

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

Talbot 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 <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	5.88%	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 2020 determinations. No further action required.	NA	12.50%
			Reading	≥ 6.19%	6.25%	Met		NA	4.17%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	0.00%
			Reading	≥ 6.36%	0.00%	Not Met		NA	0.00%
		HS	Mathematics	≥ 7.04%	13.04%	Met		NA	16.67%
			Reading	≥ 13.84%	14.29%	Met		NA	15.79%





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Talbot County Annual Data FFY 2020
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Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	100%	Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	66.67%	Met		NA	NA
			Reading	≥ 47.55%	100%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01%	6.62%	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
			Reading	≤ 17.41%	13.83%	Met		NA	NA
		8	Mathematics	≤ 6.41%	5.62%	Met		NA	NA
			Reading	≤ 24.74%	30.22%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00%	34.25%	Met		NA	NA
			Reading	≤ 48.51%	54.99%	Not Met		NA	NA

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Division of Early Intervention and Special Education Services

Talbot 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 Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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	$\leq 2.00\%$	*	Met		*	*
	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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	$\leq 2.00\%$	*	Met		*	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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) COMAR 13A.05.01.10	$\leq 12.00\%$	6.78%	Met	Target met. No further action required.	7.60%	8.04%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 6.41\%$	2.18%	Met	Target met. No further action required.	2.61%	1.65%

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Talbot 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							
<div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	75.00%	Met	Target met. No further action required.	75.00%	80.28%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	6.67%	Met	Target met. No further action required.	1.19%	1.41%
6C	Students aged 3-5 LRE: Home	≤ 0.33%	0.00%	Met	Target met. No further action required.	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%	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%
		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 COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	66.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	81.82%
		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%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	100%	Met	Target met. No further action required.	100%	78.57%
		2. Exits within age expectations ≥59.48%	33.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	60.00%	57.14%




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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 Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	93%	Met	Target met. No further action required.	91%	*
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA		Small cell size	Small cell size
		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%
		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%

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Talbot County
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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*
COMAR 13A.08.01.21								

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	1.00	Met		1.12	1.10
		Black/African American	< 2.00	1.65	Met		1.59	1.53
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.98	Met		0.95	0.90
		2 or more races	< 2.00	1.06	Met		0.96	0.87
		Hispanic/Latino	< 2.00	0.61	Met		0.69	0.79
	COMAR 13A.08.01.21							

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



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Talbot County
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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%	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 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	98.72%	94.35%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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

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

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	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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Talbot County
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Notice of Performance for the Period July 1, 2020 – June 30, 2021

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



Mohammed Choudhury
State Superintendent of Schools

May 23, 2022

Dr. Boyd J. Michael
Superintendent
Washington County Public Schools
10435 Downsview 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).

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. 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 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
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1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 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%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 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%
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	3.70%	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	10.00%
			Reading	≥ 6.19%	3.13%		NA	9.38%
		8	Mathematics	≥ 1.62%	0.71%		NA	18.00%
			Reading	≥ 6.36%	4.93%		NA	13.91%
		HS	Mathematics	≥ 7.04%	Met		NA	9.77%
			Reading	≥ 13.84%	Not Met		NA	20.31%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	13.33%	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
			Reading	≥ 15.57%	20.00%	Met		NA	NA
		8	Mathematics	≥ 11.23%	7.14%	Not Met		NA	NA
			Reading	≥ 16.55%	7.14%	Not Met		NA	NA
		HS	Mathematics	≥ 52.78%	73.33%	Met		NA	NA
			Reading	≥ 47.55%	66.67%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	14.01%	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
			Reading	≤ 17.41	16.88%	Met		NA	NA
		8	Mathematics	≤ 6.41	6.66%	Not Met		NA	NA
			Reading	≤ 24.74	23.49%	Met		NA	NA
		HS	Mathematics	≤ 35.00	41.43%	Not Met		NA	NA
			Reading	≤ 48.51	63.25%	Not Met		NA	NA

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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
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.	*	*
	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	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	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	$\geq 60.87\%$	69.16%	Met	Target met. No further action required.	71.28%	65.87%



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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	0.88%	Met	Target met. No further action required.	4.79%	8.47%
6C	Students aged 3-5 LRE: Home	≤ 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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	≥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%
	COMAR 13A.13.01.09	≥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	≥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%
	COMAR 13A.13.01.09	≥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%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	≥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	≥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%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*
COMAR 13A.08.01.21								

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	<div>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.48	Met		0.43	0.44
		Black/African American	< 2.00	1.33	Met		1.38	1.41
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.94	Met		0.96	0.96
		2 or more races	< 2.00	1.09	Met		1.02	0.96
		Hispanic/Latino	< 2.00	0.8	Met		0.76	0.77
	COMAR 13A.08.01.21							



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



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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%	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%

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Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		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.	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

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	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	53	NA	77% of LEA's restraints were SWD.	NA	NA
	Number of SWD Seclusions	NA	26	NA	74% of LEA's restraints were SWD.	NA	NA



Mohammed Choudhury
State Superintendent of Schools

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 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

Wicomico County
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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
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%	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 dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07	≤ 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%
3A		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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B		4	Mathematics	≥ 6.71%	7.21%	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	13.81%
			Reading	≥ 6.19%	0.91%	Not Met		NA	9.39%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	7.26%
			Reading	≥ 6.36%	4.08%	Not Met		NA	5.65%
		HS	Mathematics	≥ 7.04%	0.00%	Not Met		NA	6.35%
			Reading	≥ 13.84%	0.00%	Not Met		NA	3.23%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	7.69%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	0.00%	Not Met		NA	NA
			Reading	≥ 16.55%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 52.78%	46.15%	Not Met		NA	NA
			Reading	≥ 47.55%	53.85%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	8.84%	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
			Reading	≤ 17.41	16.18%	Met		NA	NA
		8	Mathematics	≤ 6.41	10.62%	Not Met		NA	NA
			Reading	≤ 24.74	22.80%	Met		NA	NA
		HS	Mathematics	≤ 35.00	52.78%	Not Met		NA	NA
			Reading	≤ 48.51	61.58%	Not Met		NA	NA

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Division of Early Intervention and Special Education Services

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

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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		0.62	0.76
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	 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		1.67	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	0.13%	Met	Target met. No further action required.	0.32%	0.25%



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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth ≥68.78%	76.19%	Met	Target met. No further action required.	88.46%	72.73%
		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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.37%	73.68%	Met	Target met. No further action required.	77.27%	72.41%
		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%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	76.19%	Met	Target met. No further action required.	88.46%	88.46%
		2. Exits within age expectations ≥59.48%	60.00%	Met	Target met. No further action required.	59.46%	59.46%




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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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.	*	*
		Age 6-21	≥72.00%	76%	Met	Target met. No further action required.	75%	77.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		6.05	2.72
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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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
9 (Ages 6-21)	<p>Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.73	0.64
		<i>Asian</i>	< 2.00	0.31	Met		0.30	0.24
		<i>Black/African American</i>	< 2.00	1.34	Met		1.38	1.41
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.95	Met		0.90	0.88
		<i>2 or more races</i>	< 2.00	0.94	Met		0.98	0.97
		<i>Hispanic/Latino</i>	< 2.00	0.7	Met		0.70	0.76



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



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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%	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%

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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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	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
	Number of SWD Restraints	NA	8	NA	100% of LEA's restraints were SWD.	NA	NA
	Number of SWD Seclusions	NA	NA	NA	LEA reports no seclusion.	NA	NA



Mohammed Choudhury
State Superintendent of Schools

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 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

Worcester County
Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	75.00%	Met	Target met. No further action required.	78.81%	79.17%
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.	0.77%	0.71%
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	11.36%	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	13.11%
			Reading	≥ 6.19%	9.09%	Met		NA	13.11%
		8	Mathematics	≥ 1.62%	4.76%	Met		NA	9.80%
			Reading	≥ 6.36%	7.50%	Met		NA	7.84%
		HS	Mathematics	≥ 7.04%	24.00%	Met		NA	17.66%
			Reading	≥ 13.84%	23.91%	Met		NA	14.49%

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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
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 15.57%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	66.67%	Met		NA	NA
			Reading	≥ 47.55%	83.33%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.01	19.74%	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 2020 determinations. No further action required.	NA	NA
			Reading	≤ 17.41	19.55%	Not Met		NA	NA
		8	Mathematics	≤ 6.41	20.07%	Not Met		NA	NA
			Reading	≤ 24.74	27.67%	Not Met		NA	NA
		HS	Mathematics	≤ 35.00	40.25%	Not Met		NA	NA
			Reading	≤ 48.51	54.29%	Not Met		NA	NA

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SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		*	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		*	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	4.47%	Met	Target met. No further action required.	4.95%	5.06%

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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	77.22%	Met	Target met. No further action required.	84.50%	70.83%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	1.27%	Met	Target met. No further action required.	1.55%	3.13%
6C	Students aged 3-5 LRE: Home	≤ 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
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥68.78%	73.33%	Met	Target met. No further action required.	89.47%	86.67%
		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%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥72.37%	92.86%	Met	Target met. No further action required.	83.33%	84.62%
		2. Exits within age expectations ≥51.12%	64.71%	Met	Target met. No further action required.	54.17%	63.16%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth ≥71.65%	87.50%	Met	Target met. No further action required.	90.48%	87.50%
		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%




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Worcester County Annual Data FFY 2020
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Division of Early Intervention and Special Education Services

Worcester County
Annual Data on SPP/APR Part B Indicators
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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
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	85%	Met	Target met. No further action required.	81%	79.00%
		Age 6-21	≥72.00%	86%	Met	Target met. No further action required.	84%	88.00%
		Preschool Response Rate	≥26.00%	52%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	17%	Met	Target met. No further action required.	NA	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	Small cell size	42.19%
		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%
		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%

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*
COMAR 13A.08.01.21								

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FFY 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
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	0.63	Met		0.81	0.80
		<i>Black/African American</i>	< 2.00	1.33	Met		1.49	1.42
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	0.83	Met		0.78	0.81
		<i>2 or more races</i>	< 2.00	1.11	Met		1.03	0.93
		<i>Hispanic/Latino</i>	< 2.00	0.95	Met		0.88	0.91
	■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							

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 Maryland State Department of Education
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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div><div></div> Compliance Indicator</div>									
10	<div>Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div>	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	3.77	1.76	3.04	0.60	1.45	0.77	
		Native Hawaiian/Pacific Islander	*	*	*	*	*	*	
		White	*	0.67	0.66	1.80	0.74	1.01	
		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	



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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>		FFY 2020			Action Required	Previous Results	
		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 1 year 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%

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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	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Juvenile Services Education System
Annual Data on SPP/APR Part B Indicators
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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		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%	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
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 6.19%	NA	NA		NA	NA
		8	Mathematics	≥ 1.62%	NA	NA		NA	NA
			Reading	≥ 6.36%	NA	NA		NA	NA
		HS	Mathematics	≥ 7.04%	NA	NA		NA	NA
			Reading	≥ 13.84%	NA	NA		NA	NA





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	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 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	≥ 15.57%	NA	NA		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
			Reading	≥ 47.55%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	NA	NA		NA	NA
		8	Mathematics	≤ 6.41	NA	NA		NA	NA
			Reading	≤ 24.74	NA	NA		NA	NA
		HS	Mathematics	≤ 35.00	NA	NA		NA	NA
			Reading	≤ 48.51	NA	NA		NA	NA



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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
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	≤ 2.00	NA	NA	No further action required.	NA	NA
	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	≤ 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	$\geq 70.71\%$	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	$\leq 12.00\%$	NA	NA	No further action required.	NA	NA

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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
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.	NA	NA
6A	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.	NA	NA
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	NA	NA	No further action required.	NA	NA
6C	Students aged 3-5 LRE: Home	≤ 0.33%	NA	NA	No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	≥ 68.78%	NA	NA	No further action required.	NA	NA
	2. Exits within age expectations	≥ 53.00%	NA	NA	No further action required.	NA	NA




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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.37%	NA	NA	No further action required.	NA	NA
		2. Exits within age expectations	≥51.12%	NA	NA	No further action required.	NA	NA
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.65%	NA	NA	No further action required.	NA	NA
		2. Exits within age expectations	≥59.48%	NA	NA	No further action required.	NA	NA
	COMAR 13A.13.01.09							
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥85.00%	NA	NA	No further action required.	NA	NA
		Age 6-21	≥72.00%	73%	Met	Target met. No further action required.	71.00%	68.00%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
		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

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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
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	NA	NA	No further action required.	NA	NA
		<i>Asian</i>	< 2.00	NA	NA		NA	NA
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	NA	NA		NA	NA
	--*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

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



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div><div></div> Compliance Indicator</div>									
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	



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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%	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%

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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	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

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	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



Mohammed Choudhury
State Superintendent of Schools

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);
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. 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 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

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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
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 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%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 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%
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	1.62%	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 2020 determinations. No further action required.	NA	4.91%
			Reading	≥ 6.19%	1.73%	Not Met		NA	4.51%
		8	Mathematics	≥ 1.62%	0.00%	Not Met		NA	5.93%
			Reading	≥ 6.36%	0.65%	Not Met		NA	5.18%
		HS	Mathematics	≥ 7.04%	1.89%	Not Met		NA	5.10%
			Reading	≥ 13.84%	3.27%	Not Met		NA	5.74%





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 10.68%	16.22%	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
			Reading	≥ 15.57%	30.95%	Met		NA	NA
		8	Mathematics	≥ 11.23%	0.00%	Not Met		NA	NA
			Reading	≥ 16.55%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 52.78%	66.04%	Met		NA	NA
			Reading	≥ 47.55%	58.49%	Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	7.74%	Met		NA	NA
		8	Mathematics	≤ 6.41	3.45%	Met		NA	NA
			Reading	≤ 24.74	9.02%	Met		NA	NA
		HS	Mathematics	≤ 35.00	14.66%	Met		NA	NA
			Reading	≤ 48.51	31.81%	Met		NA	NA

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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
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.	1.33	4.55
	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	$\geq 70.71\%$	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 $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	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	$\leq 6.41\%$	5.91%	Met	Target met. No further action required.	6.15%	6.66%

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		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%	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 COMAR 13A.05.01.10		≤ 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	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%
	COMAR 13A.13.01.09	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%
	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%




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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target 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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	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%
		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%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥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%
		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%

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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		3.09	2.40
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*

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FFY 2020 (SFY 2021) Part B Indicators								
SPP/APR Indicators <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	0.61	Met	Disproportionality in the identification of SWD by race/ethnicity was not identified. No further action required.	0.66	0.52
		Asian	< 2.00	0.24	Met		0.25	0.28
		Black/African American	< 2.00	1.73	Met		1.67	1.55
		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
		Hispanic/Latino	< 2.00	0.45	Met		0.46	0.51
		Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20						
	* Cell size < 5 or N size is < 20							
	COMAR 13A.08.01.21							



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



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FFY 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%	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%

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

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 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

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

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



Mohammed Choudhury
State Superintendent of Schools

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 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

SEED School
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 Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)		≥ 73.35%	100%	Met	Target met. No further action required.	100%	NA
	COMAR 13A.03.02.09 COMAR 13A.05.01.01							
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)		≤ 2.55%	0.00%	Met	Target met. No further action required.	0.00%	NA
	COMAR 13A.08.01.07							
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 94.43%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA		NA	NA
			Reading	≥ 76.09%	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA		NA	NA
			Reading	≥ 90.62%	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 6.19%	NA		NA	NA
		8	Mathematics	≥ 1.62%	0.00%		NA	NA
			Reading	≥ 6.36%	0.00%		NA	NA
		HS	Mathematics	≥ 7.04%	0.00%		NA	NA
			Reading	≥ 13.84%	0.00%		NA	NA

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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

SEED School
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 <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	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 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	≥ 15.57%	NA	NA		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
			Reading	≥ 47.55%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	NA	NA		NA	NA
		8	Mathematics	≤ 6.41	1.79%	Met		NA	NA
			Reading	≤ 24.74	14.04%	Met		NA	NA
		HS	Mathematics	≤ 35.00	22.73%	Met		NA	NA
			Reading	≤ 48.51	38.10%	Met		NA	NA

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The Seed School of Maryland Annual Data FFY 2020
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SEED School
Annual Data on SPP/APR Part B Indicators
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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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		0.39	*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03	≤ 2.00	*	Met		3.08	*
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	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	$\leq 12.00\%$	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	$\leq 6.41\%$	0.00%	Met	Target met. No further action required.	0.00%	0.00%



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 The Seed School of Maryland Annual Data FFY 2020
 Division of Early Intervention/Special Education Services

SEED School
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							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	N/A	NA	Not applicable.	N/A	N/A
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	N/A	NA	Not applicable.	N/A	N/A
6C	Students aged 3-5 LRE: Home	≤ 0.33%	N/A	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth N/A	N/A	NA	Not applicable.	N/A	N/A
	2. Exits within age expectations COMAR 13A.13.01.09	N/A	N/A	NA	Not applicable.	N/A	N/A
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.37%	NA	NA	Not applicable	NA	NA
	2. Exits within age expectations COMAR 13A.13.01.09	≥51.12%	NA	NA	Not applicable	NA	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth ≥71.65%	NA	NA	Not applicable	NA	NA
	2. Exits within age expectations COMAR 13A.13.01.09	≥59.48%	NA	NA	Not applicable	NA	NA




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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

SEED School
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 Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	NA	NA	No further action required.	NA	NA
		Age 6-21	≥72.00%	84%	Met	Target met. No further action required.	82.00%	75.00%
		Preschool Response Rate	≥26%	NA	NA	No further action required.	NA	NA
		School-Age Response Rate	≥11%	79%	Met	Target met. No further action required.	NA	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
		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

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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

SEED School
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 Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		<i>Asian</i>	< 2.00	*	Met		*	*
		<i>Black/African American</i>	< 2.00	*	Met		*	*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	*	Met		*	*
		<i>White</i>	< 2.00	*	Met		*	*
		<i>2 or more races</i>	< 2.00	*	Met		*	*
		<i>Hispanic/Latino</i>	< 2.00	*	Met		*	*



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 The Seed School of Maryland Annual Data FFY 2020
 Division of Early Intervention/Special Education Services

SEED School
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 <div><div></div> Results Indicator</div> <div><div></div> Compliance Indicator</div>			FFY 2020			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	American Indian/Alaska Native	< 2.00	*	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.41	Met		1.28	1.39
		Native Hawaiian/Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
		Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20						
	* Cell size < 5 or N size is < 20							
	COMAR 13A.08.01.21							



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The Seed School of Maryland Annual Data FFY 2020
Maryland State Department of Education
Division of Special Education/Early Intervention Services

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



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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

SEED School
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 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%

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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

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

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	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

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The Seed School of Maryland Annual Data FFY 2020
Division of Early Intervention/Special Education Services

SEED School
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%	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



Mohammed Choudhury
State Superintendent of Schools

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 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

Maryland School for the Blind
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	
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 73.35%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 2.55%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	COMAR 13A.08.01.07								
3A	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 6.19%	NA	NA		NA	NA
		8	Mathematics	≥ 1.62%	NA	NA		NA	NA
			Reading	≥ 6.36%	NA	NA		NA	NA
		HS	Mathematics	≥ 7.04%	NA	NA		NA	NA
			Reading	≥ 13.84%	NA	NA		NA	NA





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators <div><div></div> Results Indicator<div><div></div> Compliance Indicator</div></div>				FFY 2020			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	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 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	≥ 15.57%	NA	NA		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
			Reading	≥ 47.55%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	NA	NA		NA	NA
		8	Mathematics	≤ 6.41	NA	NA		NA	NA
			Reading	≤ 24.74	NA	NA		NA	NA
		HS	Mathematics	≤ 35.00	NA	NA		NA	NA
			Reading	≤ 48.51	NA	NA		NA	NA

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

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
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				No further action required.		
	 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		NA	NA
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				No further action required.		
	 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		NA	NA
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	NA	NA	No further action required.	0.00%	0.00%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	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	$\leq 6.41\%$	NA	NA	No further action required.	100%	100%

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

FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	100%	Met	Target met. No further action required.	87.50%	92.86%
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.	12.50%	0.00%
6C	Students aged 3-5 LRE: Home	≤ 0.33%	0.00%	Met	Target met. No further action required.	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%	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%
		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 COMAR 13A.13.01.09	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%
		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%




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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
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%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.00%	*	NA	Less than 10 surveys received.	100%	*
		Age 6-21	≥72.00%	88%	Met	Target met. No further action required.	89%	79%
		Preschool Response Rate	≥26%	27%	Met	Target met. No further action required.	NA	NA
		School-Age Response Rate	≥11%	48%	Met	Target met. No further action required.	NA	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
		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

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Division of Early Intervention/Special Education Services

Maryland School for the Blind
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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
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	NA	NA	No further action required.	NA	NA
		<i>Asian</i>	< 2.00	NA	NA		NA	NA
		<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
		<i>White</i>	< 2.00	NA	NA		NA	NA
		<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
		<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

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



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div><div></div> Compliance Indicator</div>									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
	COMAR 13A.08.01.21	Hispanic/Latino	NA	NA	NA	NA	NA	NA	



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Maryland State Department of Education
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Maryland School for the Blind
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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%	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%

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Maryland State Department of Education
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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	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

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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

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



Mohammed Choudhury
State Superintendent of Schools

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 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.
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Maryland School for the Deaf
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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
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2019-2020)			≥ 73.35%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	COMAR 13A.03.02.09 COMAR 13A.05.01.01								
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020)			≤ 2.55%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	COMAR 13A.08.01.07								
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 *For the FFY 2020 calculation using October 1, 2020 student counts	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 94.81%	NA	NA		NA	NA
		8	Mathematics	≥ 74.85%	NA	NA		NA	NA
			Reading	≥ 76.09%	NA	NA		NA	NA
		HS	Mathematics	≥ 89.65%	NA	NA		NA	NA
			Reading	≥ 90.62%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 6.71%	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 2020 determinations. No further action required.	NA	NA
			Reading	≥ 6.19%	NA	NA		NA	NA
		8	Mathematics	≥ 1.62%	NA	NA		NA	NA
			Reading	≥ 6.36%	NA	NA		NA	NA
		HS	Mathematics	≥ 7.04%	NA	NA		NA	NA
			Reading	≥ 13.84%	NA	NA		NA	NA





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FFY 2020 (SFY 2021) Part B Indicators									
SPP/APR Indicators				FFY 2020			Action Required	Previous Results	
<div> <div></div> Results Indicator <div></div> Compliance Indicator </div>				State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	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 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	≥ 15.57%	NA	NA		NA	NA
		8	Mathematics	≥ 11.23%	NA	NA		NA	NA
			Reading	≥ 16.55%	NA	NA		NA	NA
		HS	Mathematics	≥ 52.78%	NA	NA		NA	NA
			Reading	≥ 47.55%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	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 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	≤ 17.41	NA	NA		NA	NA
		8	Mathematics	≤ 6.41	NA	NA		NA	NA
			Reading	≤ 24.74	NA	NA		NA	NA
		HS	Mathematics	≤ 35.00	NA	NA		NA	NA
			Reading	≤ 48.51	NA	NA		NA	NA

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SPP/APR Indicators		FFY 2020			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2019	FFY 2018
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				No further action required.		
	 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		NA	NA
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				No further action required.		
	 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		NA	NA
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.71\%$	NA	NA	No action further required.	0.00%	0.00%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 12.00\%$	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	$\leq 6.41\%$	NA	NA	No further action required.	100%	100%



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FFY 2020 (SFY 2021) Part B Indicators							
<div> <div></div> <div>SPP/APR Indicators</div> <div>Results Indicator</div> <div></div> <div>Compliance Indicator</div> </div>		FFY 2020			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		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%	NA	NA	No further action required.	0.00%	0.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 20.92%	NA	NA	No further action required.	100%	100%
6C	Students aged 3-5 LRE: Home	≤ 0.33%	NA	NA	No further action required.	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%	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%
		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 COMAR 13A.13.01.09	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%
		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. COMAR 13A.13.01.09	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%
		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%




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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
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥85.00%	91%	Met	Target met. No further action required.	92%	86%
		Age 6-21	≥72.00%	81%	Met	Target met. No further action required.	80%	73%
		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
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	NA	NA	No further action required.	NA	NA
		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

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

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



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FFY 2020 ¹ (SFY 2021) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div><div></div> Compliance Indicator</div>									
10	<div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div><div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	No further action required.
		Asian	NA	NA	NA	NA	NA	NA	
		Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
		Hispanic/Latino	NA	NA	NA	NA	NA	NA	

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FFY 2020 (SFY 2021) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		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%	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%

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Other Data Considerations							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2020			Action Required	Previous Results	
		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	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

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	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