

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

May 1, 2019

Dr. David Cox
Superintendent
Allegany County Public Schools
P. O. Box 1724
Cumberland, MD 21502

Congratulations

Dear Dr. Cox:

David

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Allegany County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017)	≥ 68.14%	72.31%	Met	Target met, no further action required.	75.64%	78.67%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01						
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017)	≤ 3.03%	3.17%	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 improve student results.	3.53%	6.65%
	COMAR 13A.08.01.07						
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.60%	Target met, no further action required.	98.09%	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.70%	Target met, no further action required.	99.04%	

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<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 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	19.05%	Met	Target met in math for the 3 rd grade and reading and math for the 4 th grade.	31.40%	22.06%
			Reading	≥21.33%	19.84%	Not Met	Target not met in reading in 3 rd grade, for reading and math for the 5th grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	25.62%	17.65%
		4	Mathematics	≥18.23%	33.33%	Met		14.06%	16.79%
			Reading	≥23.83%	28.46%	Met		17.97%	17.56%
		5	Mathematics	≥20.93%	15.24%	Not Met		12.10%	20.93%
			Reading	≥26.33%	15.24%	Not Met		11.29%	17.83%
		6	Mathematics	≥22.63%	13.33%	Not Met		16.50%	9.35%
			Reading	≥28.83%	12.38%	Not Met		8.74%	5.61%
		7	Mathematics	≥24.33%	10.59%	Not Met		10.99%	12.61%
			Reading	≥31.33%	15.12%	Not Met		8.79%	10.92%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥26.03%	11.11%	Not Met		8.26%	13.64%
			Reading	≥33.83%	9.88%	Not Met		8.26%	7.95%
		HS	Mathematics	≥56.09%	13.04%	Not Met		21.79%	31.67%
			Reading	≥50.53%	13.89%	Not Met		10.13%	31.15%



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Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	<2.00	1.13	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.44	2.43
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	<2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
	COMAR 13A.08.03.03						

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SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	85.92%	Met	Target met, no further action required.	86.04%	86.80%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	5.71%	Met	Target met, no further action required.	5.41%	6.20%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	5.23%	Met	Target met, no further action required.	5.97%	5.71%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	87.06%	Met	Target met, no further action required.	84.46%	83.06%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	2.35%	Met	Target met, no further action required.	8.79%	2.42%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	59.70%	NA	New Baselines and Targets for FFY 2017. No action required.	42.11%	70.59%
	COMAR 13A.13.01.09	\geq 52.75%	40.38%	NA	New Baselines and Targets for FFY 2017. No action required.	39.13%	42.11%

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	63.83%	NA	New Baselines and Targets for FFY 2017. No action required.	57.89%	76.47%
		2. Exits within age expectations	≥50.87%	40.38%	NA	New Baselines and Targets for FFY 2017. No action required.	34.78%	57.89%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	59.57%	NA	New Baselines and Targets for FFY 2017. No action required.	45.00%	50.00%
		2. Exits within age expectations	≥59.23%	38.46%	NA	New Baselines and Targets for FFY 2017. No action required.	34.78%	53.85%
8	Parent Survey	Age 3-5	≥84.00%	75.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	90.00%	68.00%
		Age 6-21	≥71.00%	79.00%	Met	Target met, no further action required.	65.00%	43.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	23.08%	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.	26.39%	18.07%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	70.77%	Met	Target met, no further action required.	73.61%	59.04%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	90.77%	Met	Target met, no further action required.	94.44%	60.24%

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SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		<i>Asian</i>	< 2.00	--	Met		0.00	0.00
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	--	Met		6.34*	0.00
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	0.40	Met		1.40	2.40*
	--*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	--	Met		0.00	5.41*
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	--	Met		0.00	0.00

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SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
9 (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.42	0.85
		Asian	< 2.00	0.61	Met		0.59	0.74
		Black/African American	< 2.00	0.84	Met		0.98	0.94
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		2.26*	1.69
		White	< 2.00	1.12	Met		1.19	1.16
		2 or more races	< 2.00	0.95	Met		1.13	1.11
		Hispanic/Latino	< 2.00	0.98	Met		0.83	0.91
	COMAR 13A.08.01.21							

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FFY 2017 ¹ (SFY 2018) Part B Indicators										
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action	
 Compliance Indicator										
10	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Multi-Race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	--	--		
			Black/African American	--	1.04	--	0.55	0.73		--
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	0.94	1.23	0.38	1.31	1.02		1.12
			2 or more races	--	0.69	2.85	0.99	1.19		0.97
			Hispanic/Latino	--	1.10	--	--	--		--

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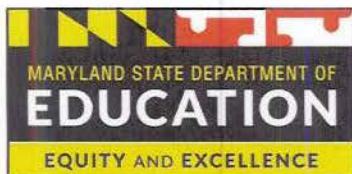
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 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 2016 was corrected within one year of the written finding.	99.66%	98.40%
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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	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	NA
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

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Sincerely,



Marcella E. Franczkowski, M.S.
Assistant State Superintendent
Division of Early Intervention and
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MEF/BMM/cc

Attachments

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

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		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 68.14%	61.93%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	65.93%	60.50%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	4.42%	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.	4.19%	4.17%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.00%	Met	Target met, no further action required.	98.70%	98.28%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.60%	Met	Target met, no further action required.	98.15%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	14.35%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	18.89%	17.96%
			Reading	≥21.33%	10.05%	Not Met		17.91%	18.48%
		4	Mathematics	≥18.23%	13.27%	Not Met		12.38%	12.69%
			Reading	≥23.83%	10.34%	Not Met		12.24%	13.92%
		5	Mathematics	≥20.93%	7.43%	Not Met		10.32%	13.49%
			Reading	≥26.33%	6.54%	Not Met		11.00%	12.44%
		6	Mathematics	≥22.63%	6.64%	Not Met		9.60%	7.94%
			Reading	≥28.83%	8.92%	Not Met		7.95%	5.77%
		7	Mathematics	≥24.33%	10.08%	Not Met		8.57%	7.32%
			Reading	≥31.33%	10.58%	Not Met		8.53%	8.65%
		8	Mathematics	≥26.03%	9.51%	Not Met		8.58%	7.45%
			Reading	≥33.83%	7.26%	Not Met		6.49%	5.03%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	3.15%	Not Met		32.93%	49.50%
			Reading	≥50.53%	5.07%	Not Met		12.32%	38.62%



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	2.62	1.19*
	<p>■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p>	≤ 2.00	2.31	Not Met			
5A	Single suspensions (> 10 days): Disabled vs. nondisabled				<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.46	1.22*
	<p>■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p>	≤ 2.00	1.91	Met			
	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A)	$\geq 70.40\%$	72.87%	Met	Target met, no further action required.	73.48%	74.03%
	COMAR 13A.05.01.10						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 11.26%	10.54%	Met	Target met, no further action required.	10.23%	10.64%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 5.69%	7.52%	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.	7.69%	7.30%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 64.90%	47.83%	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.	47.80%	51.43%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 18.10%	23.37%	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.	23.97%	21.01%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth ≥ 68.53%	61.03%	NA	New Baselines and Targets for FFY 2017. No action required.	60.16%	60.85%
		2. Exits within age expectations ≥ 52.75%	59.81%	NA	New Baselines and Targets for FFY 2017. No action required.	55.88%	61.03%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	55.22%	NA	New Baselines and Targets for FFY 2017. No action required.	50.78%	62.69%
		2. Exits within age expectations	≥50.87%	59.35%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	51.52%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	74.82%	NA	New Baselines and Targets for FFY 2017. No action required.	65.63%	64.17%
		2. Exits within age expectations	≥59.23%	68.69%	NA	New Baselines and Targets for FFY 2017. No action required.	62.35%	64.17%
8	Parent Survey	Age 3-5	≥84.00%	82.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	78.00%	49.00%
		Age 6-21	≥71.00%	67.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	67.00%	41.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	21.70%	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.	21.15%	21.01%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	66.67%	Met	Target met, no further action required	71.02%	57.98%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	79.49%	Met	Target met, no further action required	73.11%	68.69%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	0.00	0.00
		<i>Asian</i>	< 2.00	--	Met		0.00	0.00
	■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	4.64	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	5.50	3.17
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	0.28	Met		0.76	0.32
	--*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	--	Met		3.01*	2.17*
		<i>Hispanic/Latino</i>	< 2.00	0.67	Met		0.46	0.33
COMAR 13A.08.01.21								



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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.20	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.24	1.09
		<i>Asian</i>	< 2.00	0.56	Met		0.48	0.42
		<i>Black/African American</i>	< 2.00	1.44	Met		1.56	1.87
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	1.12	Met		0.73	1.03
		<i>White</i>	< 2.00	0.94	Met		0.86	0.83
		<i>2 or more races</i>	< 2.00	0.83	Met		0.79	0.78
		<i>Hispanic/Latino</i>	< 2.00	0.79	Met		0.76	0.78
	<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>							

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	1.53	--	--	--	--	Disproportionality for Black/African American students with Emotional Disabilities and Native Hawaiian/Pacific Islander 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	0.93	0.36	--	0.71	0.19	1.05	
		Black/African American	1.95	1.71	2.17	0.71	1.76	1.36	
		Native Hawaiian/Pacific Islander	--	--	--	1.62	--	2.23	
		White	0.79	0.70	0.85	1.46	0.91	0.98	
		2 or more races	0.40	0.82	0.94	0.80	0.91	0.94	
		Hispanic/Latino	0.72	1.17	0.34	0.85	0.63	0.62	
	 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								Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	98.12%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	98.31%	98.40%
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.		
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	98.80%	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.	99.10%	100%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)				Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.		

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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: blue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. 2 complaint violations were not corrected in a timely manner. If still uncorrected, continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	15	NA	3 complaints withdrawn or resolved. No further action required.	9	NA
	Number of State complaints identified with violation(s)	NA	11	NA	9 complaints required corrective action.	8	NA
	Number of State findings from State complaints corrected in a timely manner	NA	2	NA	2 violations were corrected untimely and 5 are not due yet.	NA	NA
	Number of due process hearings filed	NA	29	NA	No further action required.	1	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

May 1, 2019

Ms. Verletta White
Interim Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

Dear Ms. White:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Baltimore County Public Schools has achieved the determination status of **"Needs Assistance, 3 or More Years."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Ms. Verletta White
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Rebecca Rider
Branch Chiefs

Baltimore County
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	70.37%	Met	Target met, no further action required.	70.02%	68.50%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	4.46%	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.	4.30%	4.64%
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education Change in methodology.	NA	NA
		AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	98.00%	Target met, no further action required.	98.40%	96.88%
		Reading	≥ 95.00%	98.50%	Target met, no further action required.	97.70%	

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FFY 2017 (SFY 2018) Part B Indicators											
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results			
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015		
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	13.65%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	16.21%	16.46%		
			Reading	≥21.33%	11.07%	Not Met		12.02%	11.95%		
		4	Mathematics	≥18.23%	9.30%	Not Met		8.84%	9.13%		
			Reading	≥23.83%	9.61%	Not Met		9.15%	9.22%		
		5	Mathematics	≥20.93%	8.30%	Not Met		7.73%	7.42%		
			Reading	≥26.33%	7.14%	Not Met		6.65%	6.41%		
		6	Mathematics	≥22.63%	4.54%	Not Met		4.15%	4.39%		
			Reading	≥28.83%	4.07%	Not Met		3.66%	3.94%		
		7	Mathematics	≥24.33%	6.41%	Not Met		4.91%	6.06%		
			Reading	≥31.33%	6.47%	Not Met		6.84%	6.50%		
		8	Mathematics	≥26.03%	6.00%	Not Met		7.01%	5.41%		
			Reading	≥33.83%	4.31%	Not Met		4.63%	5.10%		
		HS	Mathematics	≥56.09%	3.52%	Not Met		23.87%	38.99%		
			Reading	≥50.53%	6.70%	Not Met		8.31%	31.27%		
		COMAR 13A.05.11.05									
		COMAR 13A.03.06.05									

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	2.65	2.01
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	2.63	Not Met		
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.34	2.20*
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	1.50	Met		
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.40\%$	66.46%	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.	67.08%	67.62%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 11.26\%$	10.90%	Met	Target met, no further action required.	9.68%	9.27%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 5.69\%$	7.29%	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.	7.30%	7.10%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	$\geq 64.90\%$	77.18%	Met	Target met, no further action required.	74.20%	75.08%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	$\leq 18.10\%$	11.39%	Met	Target met, no further action required.	12.91%	12.13%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	$\geq 68.53\%$	61.41%	NA	New Baselines and Targets for FFY 2017. No action required.	61.21%	55.79%
	COMAR 13A.13.01.09	$\geq 52.75\%$	45.95%	NA	New Baselines and Targets for FFY 2017. No action required.	48.87%	53.51%

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Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017 ¹			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	59.29%	NA	New Baselines and Targets for FFY 2017. No action required.	54.07%	54.48%
		2. Exits within age expectations	≥50.87%	43.78%	NA	New Baselines and Targets for FFY 2017. No action required.	37.44%	42.36%
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	52.94%	NA	New Baselines and Targets for FFY 2017. No action required.	54.33%	51.44%
		2. Exits within age expectations	≥59.23%	52.07%	NA	New Baselines and Targets for FFY 2017. No action required.	51.13%	51.24%
	COMAR 13A.13.01.09							
8	Parent Survey	Age 3-5	≥84.00%	83.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	74.00%	52.00%
		Age 6-21	≥71.00%	68.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	64.00%	39.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	21.07%	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.	23.82%	23.00%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	60.69%	Met	Target met, no further action required.	68.28%	52.78%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	73.58%	Met	Target met, no further action required.	77.45%	62.89%
	COMAR 13A.08.01.07							
COMAR 13A.05.01.09A(3)(a)(ii)								

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.81
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	3.70	Not Met		3.93	3.46
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	0.33	Met		0.92	0.92
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	1.01	Met		2.67*	2.61*
		Hispanic/Latino	< 2.00	--	Met		2.03*	0.00
	COMAR 13A.08.01.21							

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.19	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.03	1.11
		<i>Asian</i>	< 2.00	0.51	Met		0.43	0.42
		<i>Black/African American</i>	< 2.00	1.28	Met		1.28	1.31
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.58	Met		0.70	0.69
		<i>White</i>	< 2.00	0.98	Met		1.02	0.99
		<i>2 or more races</i>	< 2.00	0.99	Met		0.98	1.00
		<i>Hispanic/Latino</i>	< 2.00	0.76	Met		0.78	0.79
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #4a7ebb; margin-right: 5px;"></div> Compliance Indicator </div>									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	1.46	--	1.69	1.01	--	<p>No Disproportionality was identified. No further actions are required at this time.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>
		Asian	0.75	0.26	--	0.57	0.23	0.95	
		Black/African American	1.70	1.59	1.64	0.66	1.57	1.04	
	<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #ccc; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div>	Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.71	0.80	1.03	1.72	0.93	1.11	
		2 or more races	0.71	0.82	1.23	1.11	1.14	1.11	
		Hispanic/Latino	0.76	0.95	0.27	0.82	0.52	0.64	
	* Cell size < 5 or N size is < 20 COMAR 13A.08.01.21								

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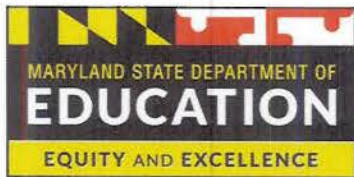
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.62%	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 2016 was corrected within one year of the written finding.	98.39%	98.23%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	99.45%
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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. 1 complaint violation was not corrected in a timely manner and is still uncorrected. Continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	24	NA	7 complaints withdrawn or resolved. No further action required.	14	NA
	Number of State complaints identified with violation(s)	NA	12	NA	12 complaints required corrective action.	8	NA
	Number of State findings from State complaints corrected in a timely manner	NA	4	NA	1 violation was corrected untimely and 7 are not due yet.	NA	NA
	Number of due process hearings filed	NA	53	NA	No further action required.	2	NA
	Number of due process hearings identified with violations	NA	1	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Division of Early Intervention and Special Education Services



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

May 1, 2019

Dr. Daniel D. Curry
Superintendent
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, Maryland 20678

Congratulations

Dear Dr. Curry:

Dan

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Calvert County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Daniel D. Curry
May 1, 2019
Page Two

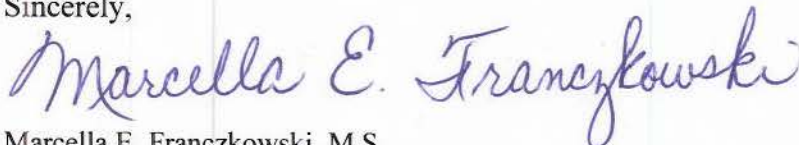
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Calvert County
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	77.46%	Met	Target met, no further action required.	76.56%	76.25%	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%	
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.50%	Target met, no further action required.	99.20%	98.79%	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.60%	Target met, no further action required.	99.11%		

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	19.05%	Met	Target met in math for the 3 rd grade. Target not met in reading for 3 rd grade, for reading and math for the 4th grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	23.64%	18.56%
			Reading	≥21.33%	12.38%	Not Met		13.64%	9.28%
		4	Mathematics	≥18.23%	10.62%	Not Met		17.71%	13.01%
			Reading	≥23.83%	7.14%	Not Met		9.28%	8.94%
		5	Mathematics	≥20.93%	14.02%	Not Met		6.61%	10.91%
			Reading	≥26.33%	7.48%	Not Met		10.74%	11.01%
		6	Mathematics	≥22.63%	11.30%	Not Met		7.89%	3.20%
			Reading	≥28.83%	11.30%	Not Met		8.77%	5.60%
		7	Mathematics	≥24.33%	10.71%	Not Met		0.93%	6.67%
			Reading	≥31.33%	16.96%	Not Met		5.61%	4.96%
		8	Mathematics	≥26.03%	8.60%	Not Met		4.81%	4.26%
			Reading	≥33.83%	6.45%	Not Met		3.81%	4.12%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	5.77%	Not Met		44.59%	60.71%
			Reading	≥50.53%	16.67%	Not Met		14.29%	44.44%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.29	1.10
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	0.00
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	65.18%	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.	62.74%	60.53%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	9.47%	Met	Target met, no further action required.	10.60%	9.52%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	4.69%	Met	Target met, no further action required.	4.83%	5.42%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	50.19%	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.	46.50%	51.88%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	23.57%	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.	26.17%	22.59%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.53%	71.43%	NA	New Baselines and Targets for FFY 2017. No action required.	76.92%	80.95%
		2. Exits within age expectations \geq 52.75%	64.10%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	55.56%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	72.00%	NA	New Baselines and Targets for FFY 2017. No action required.	79.31%	56.52%
		2. Exits within age expectations	≥50.87%	61.54%	NA	New Baselines and Targets for FFY 2017. No action required.	52.38%	44.44%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	80.28%	NA	New Baselines and Targets for FFY 2017. No action required.	85.71%	76.00%
		2. Exits within age expectations	≥59.23%	64.10%	NA	New Baselines and Targets for FFY 2017. No action required.	59.32%	55.56%
8	Parent Survey	Age 3-5	≥84.00%	87.00%	Met	Target met, no further action required.	86.00%	44.00%
		Age 6-21	≥71.00%	67.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	74.00%	42.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	23.08%	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.	Small cell Size	15.38%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	58.97%	Met	Target met, no further action required.	Small cell Size	65.38%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	74.36%	Met	Target met, no further action required.	Small cell Size	73.08%

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

FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met		0.00	5.12*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.00	0.00
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		23.97*	0.00
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	1.61	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	2.26*	2.51
		Asian	< 2.00	0.40	Met		0.51	0.46
		Black/African American	< 2.00	1.60	Met		1.69	1.67
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.63	0.54
		White	< 2.00	0.79	Met		0.73	0.73
		2 or more races	< 2.00	0.92	Met		0.89	0.82
		Hispanic/Latino	< 2.00	1.04	Met		0.80	0.89

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	--	--	--	
		Black/African American	1.83	2.38	1.96	1.05	1.68	1.46	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.65	0.62	0.83	1.02	0.87	0.72	
		2 or more races	--	0.74	--	1.02	1.18	1.05	
		Hispanic/Latino	--	1.17	--	0.90	0.41	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									

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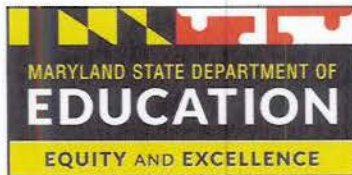
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.73%	Not Met	Target not met. Submit 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 2016 was corrected within one year of the written finding.	99.36%	99.72%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	3	NA
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	2	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	0 violations were corrected untimely and 1 is not due yet.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations!

Dear Dr. Saelens:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Caroline County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Patricia W. Saelens
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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



MEF/BMM/cc

Attachments

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

Caroline County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017¹			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	54.17%	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.	66.67%	69.23%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	3.29%	4.11%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.30%	Target met, no further action required.	99.30%	98.31%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.30%	Target met, no further action required.	99.55%	

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


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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	11.90%	Not Met	Target met in math for the 4 th grade.	21.43%	15.69%
			Reading	≥21.33%	16.67%	Not Met	Target not met in reading in 4 th grade, for reading and math for the 3 rd grade, 5th grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	14.29%	24.39%
		4	Mathematics	≥18.23%	19.15%	Met		15.09%	17.07%
			Reading	≥23.83%	12.77%	Not Met		9.62%	12.00%
		5	Mathematics	≥20.93%	12.50%	Not Met		14.71%	12.00%
			Reading	≥26.33%	8.33%	Not Met		8.82%	11.54%
		6	Mathematics	≥22.63%	7.89%	Not Met		6.82%	13.46%
			Reading	≥28.83%	10.53%	Not Met		2.33%	2.94%
	7	Mathematics	≥24.33%	4.65%	Not Met	6.25%		2.94%	
		Reading	≥31.33%	6.82%	Not Met	6.25%	6.82%		
	8	Mathematics	≥26.03%	12.00%	Not Met	3.23%	2.27%		
		Reading	≥33.83%	8.00%	Not Met	6.45%	50.00%		
	COMAR 13A.05.11.05	HS	Mathematics	≥56.09%	11.11%	Not Met	41.18%	30.00%	
	COMAR 13A.03.06.05		Reading	≥50.53%	16.67%	Not Met	0.00%	15.69%	

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

FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017¹			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
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 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00*
	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 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
	COMAR 13A.08.03.03						
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.40\%$	78.37%	Met	Target met, no further action required.	78.78%	83.24%

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017¹			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 11.26%	11.31%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	10.41%	9.25%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 5.69%	1.98%	Met	Target met, no further action required.	2.36%	1.54%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 64.90%	90.79%	Met	Target met, no further action required.	90.66%	89.47%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 18.10%	1.32%	Met	Target met, no further action required.	1.33%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	≥ 68.53%	70.00%	NA	New Baselines and Targets for FFY 2017. No action required.	36.36%	73.73%
	1. Exits with substantial growth 2. Exits within age expectations	≥ 52.75%	68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	70.83%	88.57%

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017 ¹			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	80.95%	NA	New Baselines and Targets for FFY 2017. No action required.	64.71%	88.57%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	68.89%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	85.00%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	77.78%
8	Parent Survey	Age 3-5	≥84.00%	83.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	77.00%	57.00%
		Age 6-21	≥71.00%	80.00%	Met	Target met, no further action required.	77.00%	58.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	11.76%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	58.82%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	64.71%

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Caroline County
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met		0.00	0.00
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.00	0.00
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	0.00
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.65	3.60*
		Asian	< 2.00	--	Met		0.51	0.93
		Black/African American	< 2.00	1.22	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.41	1.35
		Native Hawaiian/Pacific Islander	< 2.00	--	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.99
		White	< 2.00	1.19	Met		1.06	0.99
		2 or more races	< 2.00	1.30	Met		1.08	0.99
		Hispanic/Latino	< 2.00	0.40	Met	0.49	0.49	
	<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 2017 ¹ (SFY 2018) Part B Indicators										
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action	
 Compliance Indicator										
10	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities 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. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	--	--		
			Black/African American	2.95	1.14	1.09	1.13	1.12		0.96
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	0.78	1.41	1.31	1.35	0.94		1.37
			2 or more races	--	0.82	--	1.18	2.29		--
			Hispanic/Latino	--	0.36	--	0.33	0.46		--

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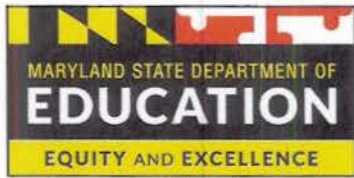
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental 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 2016 was corrected within one year of the written finding.	98.94%	99.24%
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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	1	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Division of Early Intervention and Special Education Services



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

May 1, 2019

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

Congratulations

Dear Dr. Lockard:

Steve

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Carroll County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Steven A. Lockard
May 1, 2019
Page Two

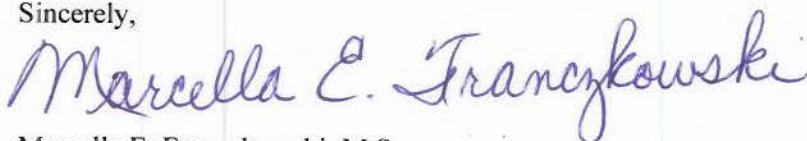
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Carroll County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017)		≥ 68.14%	79.17%	Met	Target met, no further action required.	79.56%	80.82%
	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 2016-2017)		≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
	COMAR 13A.08.01.07							
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.50%	Met	Target met, no further action required.	99.20%	99.23%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.90%	Met	Target met, no further action required.	98.78%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			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 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	16.92%	Not Met	Target met in math for the 4 th grade.	25.00%	26.17%
			Reading	≥21.33%	11.70%	Not Met	Target not met in reading 4 th grade, for reading and math for the 3 rd grade, for reading and math for 5 th grade through the 8 th grade, and for reading and math for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	14.63%	13.15%
		4	Mathematics	≥18.23%	19.20%	Met		19.41%	17.21%
			Reading	≥23.83%	11.65%	Not Met		12.66%	13.55%
		5	Mathematics	≥20.93%	16.67%	Not Met		18.60%	18.10%
			Reading	≥26.33%	7.35%	Not Met		11.63%	7.83%
		6	Mathematics	≥22.63%	10.26%	Not Met		9.40%	9.75%
			Reading	≥28.83%	11.68%	Not Met		8.09%	6.36%
		7	Mathematics	≥24.33%	15.27%	Not Met		9.91%	11.22%
			Reading	≥31.33%	15.69%	Not Met		10.85%	10.73%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥26.03%	10.95%	Not Met		14.59%	12.43%
			Reading	≥33.83%	10.95%	Not Met		10.27%	7.03%
		HS	Mathematics	≥56.09%	10.46%	Not Met		46.98%	57.24%
			Reading	≥50.53%	16.25%	Not Met		19.73%	43.92%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	6.00	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	4.03*	3.05*
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	4.02*	3.93*
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	76.23%	Met	Target met, no further action required.	76.79%	78.08%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	9.34%	Met	Target met, no further action required.	7.45%	7.22%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	3.83%	Met	Target met, no further action required.	3.96%	4.14%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	49.22%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	46.60%	47.30%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	23.58%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	28.85%	25.95%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	56.67%	NA	New Baselines and Targets for FFY 2017. No action required.	66.00%	88.11%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	35.39%	NA	New Baselines and Targets for FFY 2017. No action required.	67.71%	78.69%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	70.77%	NA	New Baselines and Targets for FFY 2017. No action required.	72.50%	62.75%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	33.82%	NA	New Baselines and Targets for FFY 2017. No action required.	51.04%	44.26%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	80.30%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	82.05%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	35.29%	NA	New Baselines and Targets for FFY 2017. No action required.	55.21%	72.31%
8	Parent Survey	Age 3-5	≥84.00%	83.00%	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.	92.00%	49.00%
		Age 6-21	≥71.00%	72.00%	Met	Target met, no further action required.	80.00%	49.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	23.37%	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.	30.19%	25.00%
	COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	69.81%	Met	Target met, no further action required.	81.13%	69.77%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	96.86%	Met	Target met, no further action required.	91.19%	77.91%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met		0.00	6.49*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	0.40	Met		3.55*	3.41*
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		16.91*	0.00
	COMAR 13A.08.01.21							

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

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.18	1.58
		Asian	< 2.00	0.69	Met		0.55	0.55
		Black/African American	< 2.00	1.31	Met		1.49	1.56
		Native Hawaiian/Pacific Islander	< 2.00	1.00	Met		1.08	0.88
		White	< 2.00	0.89	Met		0.76	0.76
		2 or more races	< 2.00	1.28	Met		1.00	0.91
		Hispanic/Latino	< 2.00	1.10	Met		0.93	0.89

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
 Compliance Indicator									
10	<div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	--	--	--	--	--	--	<div>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.</div> <div>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</div> <div>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</div>
		Asian	--	0.30	--	0.72	0.53	0.65	
		Black/African American	3.18	1.51	1.37	0.59	1.81	0.93	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.67	0.80	1.15	1.03	0.82	1.17	
		2 or more races	--	1.38	0.85	1.05	1.55	1.06	
		Hispanic/Latino	1.15	1.40	0.81	1.33	1.00	0.72	

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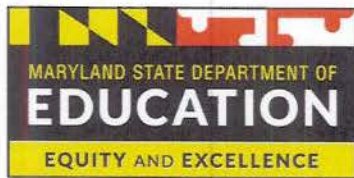
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	99.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.20%	99.02%
	COMAR 13A.05.01.06						
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	99.60%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.80%	100%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						

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Other Data Considerations							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	1 complaint withdrawn or resolved. No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	6	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Dear Dr. Lawson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Cecil County Public Schools has achieved the determination status of **"Needs Assistance, Year 1."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Jeffrey A. Lawson
May 1, 2019
Page Two

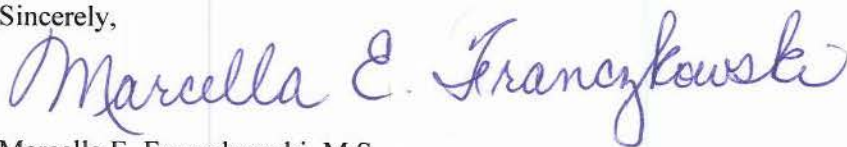
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Cecil County
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017)		≥ 68.14%	73.85%	Met	Target met, no further action required.	68.70%	61.98%
	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 2016-2017)		≤ 3.03%	3.15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	3.04%	5.02%
	COMAR 13A.08.01.07							
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.70%	Met	Target met, no further action required.	98.80%	97.96%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.70%	Met	Target met, no further action required.	98.60%	



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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			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 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	8.90%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	10.53%	5.62%
			Reading	≥21.33%	5.76%	Not Met		5.79%	2.81%
		4	Mathematics	≥18.23%	9.90%	Not Met		5.08%	6.57%
			Reading	≥23.83%	7.92%	Not Met		4.02%	6.57%
		5	Mathematics	≥20.93%	7.07%	Not Met		6.52%	4.76%
			Reading	≥26.33%	9.24%	Not Met		5.43%	6.13%
		6	Mathematics	≥22.63%	6.32%	Not Met		8.10%	6.32%
			Reading	≥28.83%	9.77%	Not Met		5.66%	2.08%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	7	Mathematics	≥24.33%	6.63%	Not Met		5.85%	4.76%
			Reading	≥31.33%	8.16%	Not Met		8.56%	2.92%
		8	Mathematics	≥26.03%	8.00%	Not Met		6.96%	5.78%
			Reading	≥33.83%	6.29%	Not Met		1.92%	2.33%
		HS	Mathematics	≥56.09%	7.92%	Not Met		16.67%	33.33%
			Reading	≥50.53%	3.30%	Not Met		9.26%	19.57%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	1.04	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	0.56	0.61*
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	1.35	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	1.19	0.00
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	90.75%	Met	Target met, no further action required.	90.81%	90.74%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	3.51%	Met	Target met, no further action required.	3.27%	2.82%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	3.12%	Met	Target met, no further action required.	2.70%	2.72%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	82.14%	Met	Target met, no further action required.	66.01%	60.15%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	1.07%	Met	Target met, no further action required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	85.07%	NA	New Baselines and Targets for FFY 2017. No action required.	59.32%	51.52%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	67.01%	NA	New Baselines and Targets for FFY 2017. No action required.	51.32%	58.49%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	85.54%	NA	New Baselines and Targets for FFY 2017. No action required.	62.30%	58.14%
		2. Exits within age expectations	≥50.87%	58.76%	NA	New Baselines and Targets for FFY 2017. No action required.	44.74%	43.40%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	86.57%	NA	New Baselines and Targets for FFY 2017. No action required.	63.33%	40.54%
		2. Exits within age expectations	≥59.23%	70.10%	NA	New Baselines and Targets for FFY 2017. No action required.	60.53%	43.40%
8	Parent Survey	Age 3-5	≥84.00%	65.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	70.00%	41.00%
		Age 6-21	≥71.00%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	70.00%	43.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	12.68%	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.	15.18%	16.95%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	69.72%	Met	Target met, no further action required.	68.75%	61.86%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	75.35%	Met	Target met, no further action required.	73.21%	61.86%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		<i>Asian</i>	< 2.00	--	Met		0.00	0.00
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	--	Met		0.65	1.57
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	1.09	Met		0.75	0.57
	---*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	--	Met		0.00	0.00
		<i>Hispanic/Latino</i>	< 2.00	--	Met		0.95	0.00
COMAR 13A.08.01.21								

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

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.11	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.37	1.44
		<i>Asian</i>	< 2.00	0.50	Met		0.64	0.54
		<i>Black/African American</i>	< 2.00	1.04	Met		1.07	1.13
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		1.10	0.37
		<i>White</i>	< 2.00	1.06	Met		0.98	0.98
		<i>2 or more races</i>	< 2.00	0.91	Met		1.11	1.05
		<i>Hispanic/Latino</i>	< 2.00	0.92	Met		1.01	1.00

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FFY 2017 ¹ (SFY 2018) Part B Indicators										
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required	
	Compliance Indicator									
10		FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Multi-Race students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	1.75	--		--
			Black/African American	1.26	1.02	1.85	0.67	1.45		1.07
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	1.42	1.17	0.63	1.14	0.81		1.15
			2 or more races	--	0.72	2.43	0.75	1.24		0.69
			Hispanic/Latino	--	0.94	--	1.25	0.83		0.99
* Cell size < 5 or N size is < 20										
COMAR 13A.08.01.21										

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Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

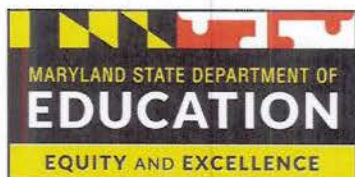
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	93.33%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.32%	99.83%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met, no further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements 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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved. No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	1	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	100%	1	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. The fiscal finding identified in FFY 2016 was corrected timely.	1	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Division of Early Intervention and Special Education Services



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

May 1, 2019

Dr. Kimberly Hill
Superintendent
Charles County Public Schools
P. O. Box 2770
5980 Radio Station Road
LaPlata, Maryland 20646

Dear Dr. Hill:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Charles County Public Schools has achieved the determination status of **"Needs Assistance, Year 1"**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Kimberly Hill
May 1, 2019
Page Two

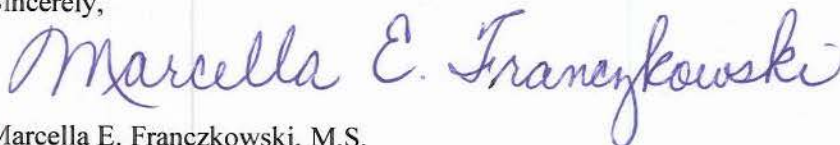
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1		Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	80.63%	Met	Target met, no further action required.	70.52%	74.03%
2		Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.60%	Met	Target met, no further action required.	97.70%	98.36%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.00%	Met	Target met, no further action required.	97.79%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	13.33%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	16.00%	16.34%
			Reading	≥21.33%	11.28%	Not Met		11.50%	6.93%
		4	Mathematics	≥18.23%	9.55%	Not Met		12.61%	9.26%
			Reading	≥23.83%	10.50%	Not Met		8.73%	6.51%
		5	Mathematics	≥20.93%	9.80%	Not Met		10.43%	6.85%
			Reading	≥26.33%	8.16%	Not Met		10.39%	4.11%
		6	Mathematics	≥22.63%	5.58%	Not Met		4.60%	4.57%
			Reading	≥28.83%	8.41%	Not Met		4.58%	6.06%
		7	Mathematics	≥24.33%	3.62%	Not Met		3.70%	5.31%
			Reading	≥31.33%	4.93%	Not Met		4.63%	6.25%
		8	Mathematics	≥26.03%	6.00%	Not Met		6.73%	10.12%
			Reading	≥33.83%	6.00%	Not Met		5.33%	6.45%
		HS	Mathematics	≥56.09%	10.07%	Not Met		29.34%	51.47%
			Reading	≥50.53%	20.51%	Not Met		12.80%	44.44%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	<p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p>	≤ 2.00	1.57	Met	<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria</p>	1.94	2.39*
	<p>COMAR 13A.08.03.03</p> <p>Single suspensions (> 10 days): Disabled vs. nondisabled</p> <p><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p>	≤ 2.00	*	Met	<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria</p>	0.00	2.06*

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	67.61%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	67.07%	66.63%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	16.38%	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.	16.72%	17.39%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	2.97%	Met	Target met, no further action required.	2.96%	2.48%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	69.02%	Met	Target met, no further action required.	66.99%	74.87%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	2.28%	Met	Target met, no further action required.	13.83%	11.42%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	76.12%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	62.14%
	COMAR 13A.13.01.09	\geq 52.75%	41.33%	NA	New Baselines and Targets for FFY 2017. No action required.	48.15%	58.39%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	76.47%	NA	New Baselines and Targets for FFY 2017. No action required.	73.08%	56.90%
		2. Exits within age expectations	≥50.87%	40.00%	NA	New Baselines and Targets for FFY 2017. No action required.	44.44%	46.98%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	80.28%	NA	New Baselines and Targets for FFY 2017. No action required.	68.00%	53.85%
		2. Exits within age expectations	≥59.23%	48.00%	NA	New Baselines and Targets for FFY 2017. No action required.	44.44%	59.06%
8	Parent Survey	Age 3-5	≥84.00%	71.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	88.00%	37.00%
		Age 6-21	≥71.00%	63.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	63.00%	40.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	27.17%	Met	Target met, no further action required.	23.87%	15.03%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	63.59%	Met	Target met, no further action required.	67.10%	48.55%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	91.30%	Met	Target met, no further action required.	72.90%	50.87%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	2.01*
		Asian	< 2.00	--	Met		0.00	0.00
		Black/African American	< 2.00	0.78	Met		2.52*	3.43*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	--	Met		0.00	0.00
		2 or more races	< 2.00	--	Met		1.97	4.74*
		Hispanic/Latino	< 2.00	--	Met		1.91	0.00

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	1.45	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.05	0.95
		Asian	< 2.00	0.49	Met		0.49	0.47
		Black/African American	< 2.00	1.18	Met		1.25	1.27
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.34	0.00
		White	< 2.00	1.03	Met		1.05	1.04
		2 or more races	< 2.00	0.82	Met		0.85	0.87
		Hispanic/Latino	< 2.00	0.77	Met		0.79	0.80

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <div style="background-color: #d3d3d3; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	--	2.48	--	--	--	--	Disproportionality for American Indian/Alaska Native students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	0.60	--	0.94	
		Black/African American	1.12	1.67	1.04	0.89	1.24	1.30	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	1.14	0.68	1.44	1.33	1.15	0.77	
		2 or more races	0.49	0.73	0.72	1.03	0.83	0.73	
		Hispanic/Latino	0.91	0.84	0.49	0.83	0.44	0.98	

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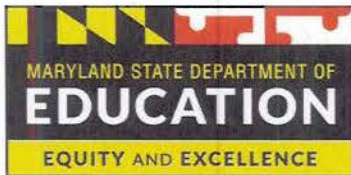
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days COMAR 13A.05.01.06	100%	99.72%	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 2016 was corrected within one year of the written finding.	99.51%	98.95%
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%	97.98%
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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. 1 complaint violation was not corrected in a timely manner and is still uncorrected. Continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and program reports submitted in a timely and accurate manner.	100%	100%
	Number of State complaints filed	NA	4	NA	No further action required.	4	NA
	Number of State complaints identified with violation(s)	NA	4	NA	4 complaints required corrective action.	3	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 violation was corrected untimely and 3 are not due yet.	NA	NA
	Number of due process hearings filed	NA	3	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Division of Early Intervention and Special Education Services



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

May 1, 2019

Dr. Diana L. Mitchell
Superintendent
Dorchester County Board of Education
700 Glasgow Street
Cambridge, Maryland 21613

Congratulations

Dear Dr. Mitchell:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Dorchester County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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. LSSs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	60.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	52.17%	61.90%	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	4.26%	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.	≤ 3.00%	3.10%	
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.60%	Met	99.20%	98.37%	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	100%	Met	98.16%		

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SPP/APR Indicators				FFY 2018			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	3.03%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	9.38%	9.09%
			Reading	≥ 21.33%	3.03%	Not Met		0.00%	6.06%
		4	Mathematics	≥ 18.23%	7.14%	Not Met		9.38%	7.50%
			Reading	≥ 23.83%	3.57%	Not Met		6.25%	7.50%
		5	Mathematics	≥ 20.93%	12.50%	Not Met		2.33%	20.00%
			Reading	≥ 26.33%	9.09%	Not Met		2.33%	16.13%
		6	Mathematics	≥ 22.63%	8.11%	Not Met		6.67%	4.44%
			Reading	≥ 28.83%	8.11%	Not Met		3.33%	4.44%
		7	Mathematics	≥ 24.33%	18.75%	Not Met		7.32%	0.00%
			Reading	≥ 31.33%	15.63%	Not Met		9.76%	2.86%
		8	Mathematics	≥ 26.03%	15.22%	Not Met		0.00%	11.76%
			Reading	≥ 33.83%	15.22%	Not Met		2.86%	0.00%
		HS	Mathematics	≥ 56.09%	16.67%	Not Met		20.00%	23.08%
			Reading	≥ 50.53%	20.00%	Not Met		5.88%	23.08%

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Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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 </div> <div>* Cell size < 5 or N size is < 20</div> <div>--*-- No suspension of disabled or nondisabled students</div>	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	0.20	0.13
4A	COMAR 13A.08.03.03						
	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> <div>* Cell size < 5 or N size is < 20</div> <div>--*-- No suspension of disabled or nondisabled students</div>	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria	6.67*	3.79*
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	76.07%	Met	Target met, no further action required.	75.49%	73.65%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	7.56%	Met	Target met, no further action required.	7.60%	7.06%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	2.77%	Met	Target met, no further action required.	2.45%	2.82%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	80.77%	Met	Target met, no further action required.	94.73%	86.54%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	1.92%	Met	Target met, no further action required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 68.53%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	66.67%
		2. Exits within age expectations \geq 52.75%	55.00%	NA	New Baselines and Targets for FFY 2017. No action required.	25.00%	0.00%
	COMAR 13A.13.01.09						

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	70.00%	NA	New Baselines and Targets for FFY 2017. No action required.	64.29%	66.67%
		2. Exits within age expectations	≥50.87%	50.00%	NA	New Baselines and Targets for FFY 2017. No action required.	25.00%	0.00%
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	53.85%	33.33%
		2. Exits within age expectations	≥59.23%	65.00%	NA	New Baselines and Targets for FFY 2017. No action required.	37.50%	0.00%
	COMAR 13A.13.01.09							
8	Parent Survey	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	Small Cell Size	NA
	* Less than 10 survey responses	Age 6-21	≥71.00%	82.00%	Met	Target met, no further action required.	70.00%	50.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	8.33%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	45.83%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	62.50%
	COMAR 13A.08.01.07							
	COMAR 13A.05.01.09A(3)(a)(ii)							




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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	--*--	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.63	0.74
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.65	0.76
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		4.90*	0.00
COMAR 13A.08.01.21								



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SPP/APR Indicators			FFY 2017			Action Required	Previous Results		
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
9 (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	1.74
			<i>Asian</i>	< 2.00	--	Met		0.42	0.45
			<i>Black/African American</i>	< 2.00	1.02	Met		1.29	1.37
			<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
			<i>White</i>	< 2.00	1.07	Met		1.01	1.01
			<i>2 or more races</i>	< 2.00	0.94	Met		1.24	1.13
			<i>Hispanic/Latino</i>	< 2.00	0.93	Met		0.75	0.64
	COMAR 13A.08.01.21								

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FFY 2017 ¹ (SFY 2018) 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	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities, White students with Emotional Disabilities, and Hispanic/Latino students with Speech and Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	--	--		
			Black/African American	2.24	0.96	0.50	0.94	1.07		0.87
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	0.56	1.07	2.33	1.02	0.93		1.35
			2 or more races	1.31	1.18	--	--	1.85		--
			Hispanic/Latino	--	0.86	--	2.11	--		1.03

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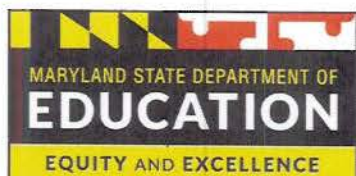
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 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	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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	2 complaints withdrawn or resolved. No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	1	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations

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Sincerely,



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

MEF/BMM/cc

Attachments

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

Frederick County
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2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤3.00%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.00%	Met	Target met, no further action required.	99.60%	99.16%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.20%	Met	Target met, no further action required.	99.59%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	22.57%	Met	Target met in math for the 3 rd grade.	24.10%	18.34%
			Reading	≥ 21.33%	16.62%	Not Met	Target not met in reading in 3 rd grade, for reading and math for the 4th grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	16.31%	16.26%
		4	Mathematics	≥ 18.23%	17.46%	Not Met		14.68%	14.42%
			Reading	≥ 23.83%	15.87%	Not Met		14.02%	12.23%
		5	Mathematics	≥ 20.93%	12.85%	Not Met		13.18%	14.59%
			Reading	≥ 26.33%	12.89%	Not Met		11.17%	9.73%
		6	Mathematics	≥ 22.63%	9.88%	Not Met		9.38%	9.54%
			Reading	≥ 28.83%	9.25%	Not Met		5.88%	7.24%
		7	Mathematics	≥ 24.33%	9.22%	Not Met		12.10%	11.18%
			Reading	≥ 31.33%	12.10%	Not Met		13.46%	9.03%
		8	Mathematics	≥ 26.03%	9.66%	Not Met		11.29%	12.20%
			Reading	≥ 33.83%	9.22%	Not Met		8.81%	9.45%
	HS	Mathematics	≥ 56.09%	15.95%	Not Met	50.52%	61.54%		
		Reading	≥ 50.53%	18.80%	Not Met	22.06%	53.96%		
	COMAR 13A.05.11.05 COMAR 13A.03.06.05								

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	2.33	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	2.27	3.50*
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	5.50	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.59	2.91%
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	81.55%	Met	Target met, no further action required.	80.34%	80.08%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	7.27%	Met	Target met, no further action required.	7.15%	6.97%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	4.79%	Met	Target met, no further action required.	4.84%	4.75%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	50.63%	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.	46.57%	39.70%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	4.38%	Met	Target met, no further action required.	9.21%	14.02%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	67.63%	NA	New Baselines and Targets for FFY 2017. No action required.	78.83%	74.84%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	62.60%	NA	New Baselines and Targets for FFY 2017. No action required.	63.43%	68.33%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	73.66%	NA	New Baselines and Targets for FFY 2017. No action required.	75.24%	68.18%
		2. Exits within age expectations	≥50.87%	63.60%	NA	New Baselines and Targets for FFY 2017. No action required.	62.69%	58.82%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	73.63%	NA	New Baselines and Targets for FFY 2017. No action required.	71.00%	69.08%
		2. Exits within age expectations	≥59.23%	68.00%	NA	New Baselines and Targets for FFY 2017. No action required.	68.66%	71.49%
8	Parent Survey	Age 3-5	≥84.00%	81.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	86.00%	55.00%
		Age 6-21	≥71.00%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	74.00%	49.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	33.55%	Met	Target met, no further action required.	36.22%	34.19%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	74.42%	Met	Target met, no further action required.	82.65%	63.24%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	96.35%	Met	Target met, no further action required.	100.00%	72.43%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	3.69	Not Met		0.80	9.98*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	0.36	Met		1.87	1.61
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		2.49*	0.00
		Hispanic/Latino	< 2.00	--	Met		0.93	5.34*
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	0.99	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.27	1.20
		Asian	< 2.00	0.49	Met		0.41	0.37
		Black/African American	< 2.00	1.37	Met		1.47	1.55
		Native Hawaiian/Pacific Islander	< 2.00	1.04	Met		0.64	0.90
		White	< 2.00	0.99	Met		0.86	0.82
		2 or more races	< 2.00	1.06	Met		0.97	0.97
		Hispanic/Latino	< 2.00	0.92	Met		0.83	0.85

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	1.11	0.24	--	0.55	0.18	0.97	
		Black/African American	1.58	1.47	2.31	0.93	1.49	1.42	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.76	0.77	0.92	1.20	1.24	1.02	
		2 or more races	--	1.07	1.47	1.01	1.23	0.92	
		Hispanic/Latino	1.20	1.42	0.48	0.90	0.56	0.70	
	 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 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	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	11	NA	1 complaint withdrawn or resolved. No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	10	NA	9 complaints required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	0 violations were corrected untimely and 9 are not due yet.	NA	NA
	Number of due process hearings filed	NA	4	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations

Dear Mrs. Baker:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Garrett County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Mrs. Barbara L. Baker
May 1, 2019
Page Two

school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Heather Raybold
Branch Chiefs

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	64.71%	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.	81.82%	82.61%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤3.00%	≤3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	100%	Target met, no further action required.	100%	99.62%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	100%	Target met, no further action required.	100%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	15.79%	Not Met	Target not met for reading and math for the 3 rd grade through the 8 th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	13.95%	14.81%
			Reading	≥ 21.33%	5.26%	Not Met		11.36%	11.11%
		4	Mathematics	≥ 18.23%	14.29%	Not Met		5.41%	12.00%
			Reading	≥ 23.83%	11.90%	Not Met		8.11%	10.00%
		5	Mathematics	≥ 20.93%	10.53%	Not Met		6.67%	9.68%
			Reading	≥ 26.33%	10.53%	Not Met		8.89%	9.68%
		6	Mathematics	≥ 22.63%	14.29%	Not Met		3.85%	7.41%
			Reading	≥ 28.83%	11.43%	Not Met		15.38%	7.41%
		7	Mathematics	≥ 24.33%	20.00%	Not Met		4.35%	10.34%
			Reading	≥ 31.33%	15.00%	Not Met		4.35%	6.90%
		8	Mathematics	≥ 26.03%	4.76%	Not Met		3.45%	14.71%
			Reading	≥ 33.83%	4.76%	Not Met		6.90%	11.76%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	23.53%	Not Met		37.50%	50.00%
			Reading	≥ 50.53%	22.22%	Not Met		29.41%	38.89%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00%	--*--
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 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. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	*	Met		
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	77.21%	Met	Target met, no further action required.	80.17%	79.44%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	8.55%	Met	Target met, no further action required.	5.59%	4.72%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	2.56%	Met	Target met, no further action required.	2.51%	3.33%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	78.95%	Met	Target met, no further action required.	73.81%	74.55%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	2.63%	Met	Target met, no further action required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	75.00%
	COMAR 13A.13.01.09	\geq 52.75%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	60.00%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	88.24%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	76.92%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	52.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	72.73%	87.50%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	64.00%
8	Parent Survey	Age 3-5	≥84.00%	82.00%	Not Met	Target met, no further action required.	100%	75.00%
		Age 6-21	≥71.00%	84.00%	Met	Target met, no further action required.	75.00%	51.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required	Small cell size	14.29%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required	Small cell size	61.90%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required	Small cell size	61.90%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	--*--	--*--
		Asian	< 2.00	--	Met		--*--	--*--
		Black/African American	< 2.00	--	Met		--*--	0.00%
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
		White	< 2.00	--	Met		0.00%	--*--
		2 or more races	< 2.00	--	Met		0.00%	0.00%
		Hispanic/Latino	< 2.00	--	Met		0.00%	

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.39
		Black/African American	< 2.00	--	Met		0.00	3.81*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	0.98	Met		3.14	0.50
		2 or more races	< 2.00	1.24	Met		1.87	0.63
		Hispanic/Latino	< 2.00	--	Met		1.76	0.36

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FFY 2017 ¹ (SFY 2018) 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	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	No Disproportionality was identified. No further actions are required at this time. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	--	--	--	
		Black/African American	--	--	--	--	--	--	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.96	0.93	0.89	1.51	0.39	0.37	
		2 or more races	--	--	--	--	--	--	
		Hispanic/Latino	--	--	--	--	--	--	
COMAR 13A.08.01.21									

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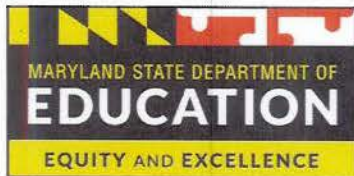
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	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	2 fiscal findings of noncompliance from FFY 2016 were not corrected within 1 year of notification during FFY 2017, as required. However, both fiscal findings have subsequently been corrected.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required. Two fiscal findings identified in FFY 2016 were corrected but not within 1 year of notification.	2	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Dear Dr. Bulson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Harford County Public Schools has achieved the determination status of **"Needs Intervention, Year 1."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Sean W. Bulson
May 1, 2019
Page Two

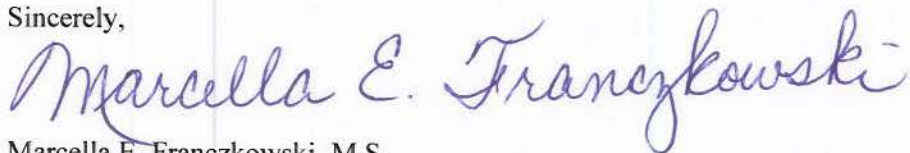
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

c: Karen B. Salmon, Ph.D.
Carol A. Williamson, Ed.D.
Susan Austin
Branch Chiefs

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	59.02%	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.	69.81%	62.04%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	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.	4.39%	4.89%
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
		AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	99.30%	Met	99.20%	99.15%
		Reading	≥ 95.00%	99.40%	Met	98.90%	

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FFY 2017 (SFY 2018) Part B Indicators										
SPP/APR Indicators				FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	15.79%	Not Met	Target not met in reading and math for the 3 rd grade through the 8 th grade and high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	16.85%	17.11%	
			Reading	≥ 21.33%	10.28%	Not Met		15.77%	13.24%	
		4	Mathematics	≥ 18.23%	12.74%	Not Met		12.09%	10.39%	
			Reading	≥ 23.83%	12.74%	Not Met		10.66%	9.87%	
		5	Mathematics	≥ 20.95%	8.82%	Not Met		11.30%	10.57%	
			Reading	≥ 26.33%	4.55%	Not Met		9.64%	13.92%	
		6	Mathematics	≥ 22.63%	8.40%	Not Met		8.63%	11.72%	
			Reading	≥ 28.83%	7.33%	Not Met		11.99%	12.78%	
		7	Mathematics	≥ 24.33%	6.41%	Not Met		11.55%	7.82%	
			Reading	≥ 31.33%	10.25%	Not Met		14.92%	10.75%	
		8	Mathematics	≥ 26.03%	11.65%	Not Met		7.87%	13.82%	
			Reading	≥ 33.83%	9.94%	Not Met		8.71%	11.96%	
		COMAR 13A.05.11.05	HS	Mathematics	≥ 56.09%	10.26%		Not Met	37.87%	57.03%
		COMAR 13A.03.06.05		Reading	≥ 50.53%	18.35%		Not Met	18.25%	44.58%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled						
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	2.12	Not Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.70	1.63
	COMAR 13A.08.03.03						
4A	Single suspensions (> 10 days): Disabled vs. nondisabled						
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	2.53	Not Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.48	0.62*
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	83.64%	Met	Target met, no further action required.	83.66%	56.75%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	3.76%	Met	Target met, no further action required.	3.72%	3.34%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	6.02%	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.	6.41%	7.10%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	60.68%	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.	53.20%	54.40%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	10.59%	Met	Target met, no further action required.	14.26%	14.34%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.53%	74.31%	NA	New Baselines and Targets for FFY 2017. No action required.	49.06%	59.80%
		2. Exits within age expectations \geq 52.75%	54.93%	NA	New Baselines and Targets for FFY 2017. No action required.	72.29%	57.14%

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FFY 2017 (SFY 2018) 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 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	78.64%	NA	New Baselines and Targets for FFY 2017. No action required.	72.29%	43.48%
		2. Exits within age expectations	≥50.87%	50.70%	NA	New Baselines and Targets for FFY 2017. No action required.	57.55%	38.10%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	70.09%	NA	New Baselines and Targets for FFY 2017. No action required.	70.27%	49.51%
		2. Exits within age expectations	≥59.23%	61.97%	NA	New Baselines and Targets for FFY 2017. No action required.	63.21%	48.98%
8	Parent Survey	Age 3-5	≥84.00%	77.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	80.00%	42.00%
		Age 6-21	≥71.00%	64.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	76.00%	39.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	22.22%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	34.11%	23.96%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	74.19%	Met	Target met, no further action required.	81.94%	58.68%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	89.96%	Met	Target met, no further action required.	88.29%	67.01%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	11.09*	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	■ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	3.94	Not Met		2.91*	2.28*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	11.4*
	* Cell size < 5 or N size is < 20	White	< 2.00	0.29	Met		1.00	0.64
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	1.15	Met		0.78	2.16*
		Hispanic/Latino	< 2.00	0.69	Met		2.81*	1.33
COMAR 13A.08.01.21								

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

FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	0.67	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.44	1.67
		Asian	< 2.00	0.42	Met		0.40	0.36
		Black/African American	< 2.00	1.38	Met		1.39	1.48
		Native Hawaiian/Pacific Islander	< 2.00	1.31	Met		1.13	0.92
		White	< 2.00	0.86	Met		0.87	0.84
		2 or more races	< 2.00	1.01	Met		0.93	0.83
		Hispanic/Latino	< 2.00	1.00	Met		0.91	0.94

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FFY 2017¹ (SFY 2018) Part B Indicators

SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	0.14	--	0.66	--	1.24	
		Black/African American	2.10	1.47	1.65	1.02	1.59	1.19	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.56	0.87	0.85	0.97	0.79	0.98	
		2 or more races	0.85	0.88	0.90	1.19	1.06	1.22	
		Hispanic/Latino	1.45	1.05	0.65	1.07	1.02	0.41	

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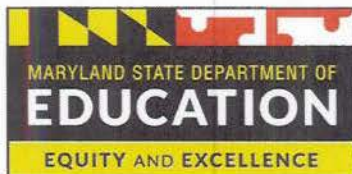
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 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 2016 was corrected within one year of the written finding.	99.60%	99.80%
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 2016 was corrected within one year of the written finding.	91.30%	96.67%
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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	8	NA
	Number of State complaints identified with violation(s)	NA	1	NA	0 complaints required corrective action.	6	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	4	NA	No further action required.	1	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations!

Dear Dr. Martirano: *Mike*

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Howard County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Michael J. Martirano
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Howard County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators							
<div> <div></div> SPP/APR Indicators <div></div> Results Indicator <div></div> Compliance Indicator </div>		FFY 2017 ¹			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	68.20%	Met	Target met, no further action required.	68.10%	63.87%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	3.11%
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
		AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	99.20%	Target met, no further action required.	99.00%	99.20%
		Reading	≥ 95.00%	99.10%	Target met, no further action required.	98.74%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	21.25%	Met	Target met in math for the 3 rd and 4 th grade.	21.96%	19.95%
			Reading	≥ 21.33%	16.50%	Not Met	Target not met for reading in the 3 rd and 4 th grade, for reading and math for the 5th grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	17.83%	14.32%
		4	Mathematics	≥ 18.23%	18.63%	Met		19.37%	17.29%
			Reading	≥ 23.83%	16.63%	Not Met		15.34%	16.82%
		5	Mathematics	≥ 20.93%	12.43%	Not Met		13.55%	16.58%
			Reading	≥ 26.33%	7.82%	Not Met		12.04%	13.83%
		6	Mathematics	≥ 22.63%	14.63%	Not Met		13.20%	15.91%
			Reading	≥ 28.83%	14.35%	Not Met		9.94%	10.10%
		7	Mathematics	≥ 24.33%	16.00%	Not Met		17.41%	12.29%
			Reading	≥ 31.33%	15.06%	Not Met		17.85%	12.01%
	8	Mathematics	≥ 26.03%	18.88%	Not Met	16.88%		13.11%	
		Reading	≥ 33.83%	12.17%	Not Met	8.46%		10.68%	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	18.68%	Not Met		53.40%	67.74%
			Reading	≥ 50.53%	14.23%	Not Met		14.80%	52.85%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> * Cell size < 5 or N size is < 20	≤ 2.00	2.57	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.73	1.31*
	--*-- No suspension of disabled or nondisabled students				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		
	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.		
	<div> <div></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 </div> * Cell size < 5 or N size is < 20	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.00	0.00
	--*-- No suspension of disabled or nondisabled students				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A)	\geq 70.40%	78.37%	Met	Target met, no further action required.	80.33%	80.35%
	COMAR 13A.05.01.10						
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C)	\leq 11.26%	1.94%	Met	Target met, no further action required.	1.86%	2.08%
	COMAR 13A.05.01.10						
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	\leq 5.69%	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.	6.51%	6.41%
	COMAR 13A.05.01.10 COMAR 13A.05.01.16						
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	\geq 64.90%	83.67%	Met	Target met, no further action required.	83.37%	83.74%
	COMAR 13A.05.01.10						
6B	Students aged 3-5 LRE: Separate School or Class	\leq 18.10%	0.22%	Met	Target met, no further action required.	1.27%	79.02%
	COMAR 13A.05.01.10						
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	63.73%	NA	New Baselines and Targets for FFY 2017. No action required.	72.03%	81.34%
	1. Exits with substantial growth	\geq 52.75%	52.11%	NA	New Baselines and Targets for FFY 2017. No action required.	59.18%	72.35%
	2. Exits within age expectations						
	COMAR 13A.13.01.09						

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017 ¹			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	73.21%	NA	New Baselines and Targets for FFY 2017. No action required.	72.65%	79.02%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	45.77%	NA	New Baselines and Targets for FFY 2017. No action required.	59.18%	68.82%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	73.47%	NA	New Baselines and Targets for FFY 2017. No action required.	71.30%	78.79%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	60.56%	NA	New Baselines and Targets for FFY 2017. No action required.	68.71%	75.29%
8	Parent Survey	Age 3-5	≥84.00%	86.00%	Met	Target met, no further action required.	83.00%	49.00%
		Age 6-21	≥71.00%	71.00%	Met	Target met, no further action required.	71.00%	41.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	47.89%	Met	Target met, no further action required.	50.22%	45.70%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	79.31%	Met	Target met, no further action required.	75.34%	68.36%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	91.57%	Met	Target met, no further action required.	79.37%	74.61%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	80.31*	0.00
		Asian	< 2.00	--	Met		0.00	1.41
		Black/African American	< 2.00	1.07	Met		2.39*	2.75*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	--	Met		0.85	0.35
		2 or more races	< 2.00	--	Met		5.52*	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	1.21

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results		
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
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	1.37	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.93	0.91	
		Asian	< 2.00	0.46	Met		Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.38	0.37
		Black/African American	< 2.00	1.60	Met	1.49		1.47	
		Native Hawaiian/Pacific Islander	< 2.00	1.09	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		0.87	0.85
		White	< 2.00	0.97	Met			0.77	0.77
		2 or more races	< 2.00	0.98	Met			0.82	0.79
		Hispanic/Latino	< 2.00	1.17	Met	1.06	1.12		
	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 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div style="background-color: #4F81BD; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <div style="background-color: #C0C0C0; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	0.53	0.21	0.08	0.56	0.18	0.77	
		Black/African American	1.69	2.17	1.91	1.19	2.13	1.29	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.88	0.77	1.34	1.10	1.06	1.07	
		2 or more races	0.77	0.96	1.53	0.97	0.92	1.00	
		Hispanic/Latino	1.28	1.68	0.65	1.33	0.98	0.77	

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.87%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	95.69%	97.82%
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%	96.43%
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 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	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	8	NA	1 complaint withdrawn or resolved. No further action required.	22	NA
	Number of State complaints identified with violation(s)	NA	5	NA	3 complaints required corrective action.	11	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	0 violations were corrected untimely and 3 are not due yet.	NA	NA
	Number of due process hearings filed	NA	9	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	5	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Dear Dr. Couch:

Congratulations!

Karen

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Kent County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Karen M. Couch
May 1, 2019
Page Two

school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Kent County
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	78.26%	Met	Target met, no further action required.	77.27%	64.57%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
		AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	98.70%	Target met, no further action required.	99.29%	99.69%
		Reading	≥ 95.00%	99.30%	Target met, no further action required.	98.61%	



¹Local results are based on current data unless otherwise indicated.
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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	8.70%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	15.79%	30.00%
			Reading	≥ 21.33%	0.00%	Not Met		5.26%	20.00%
		4	Mathematics	≥ 18.23%	18.18%	Not Met		19.05%	3.85%
			Reading	≥ 23.83%	4.55%	Not Met		14.29%	0.00%
		5	Mathematics	≥ 20.93%	18.18%	Not Met		0.00%	5.26%
			Reading	≥ 26.33%	18.18%	Not Met		4.17%	0.00%
		6	Mathematics	≥ 22.63%	3.85%	Not Met		0.00%	11.11%
			Reading	≥ 28.83%	3.85%	Not Met		0.00%	5.56%
		7	Mathematics	≥ 24.33%	0.00%	Not Met		5.26%	0.00%
			Reading	≥ 31.33%	5.26%	Not Met		5.26%	0.00%
		8	Mathematics	≥ 26.03%	4.76%	Not Met		0.00%	0.00%
			Reading	≥ 33.83%	14.29%	Not Met		0.00%	0.00%
		HS	Mathematics	≥ 56.09%	7.14%	Not Met		23.81%	47.06%
			Reading	≥ 50.53%	14.29%	Not Met		5.00%	33.33%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	--*--
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	72.41%	Met	Target met, no further action required.	75.22%	78.83%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	14.66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	13.27%	11.26%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	3.02%	Met	Target met, no further action required.	3.98%	4.05%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	89.66%	Met	Target met, no further action required.	80.77%	79.19%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	6.90%	Met	Target met, no further action required.	7.69%	8.33%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	100%	100%
		2. Exits within age expectations \geq 52.75%	88.89%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	66.67%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	75.00%	NA	New Baselines and Targets for FFY 2017. No action required.	100%	100%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	88.89%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	66.67%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	100%	100%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	88.89%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	66.67%
8	Parent Survey	Age 3-5	≥84.00%	*	Met	These data reflect baseline data and the revised target.	Small cell size	Less than 10 Students
	* Less than 10 survey responses	Age 6-21	≥71.00%	75.00%	Met	These data reflect baseline data and the revised target.	74.00%	55.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	28.57%
	COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	61.90%
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	61.90%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	--*--
		Asian	< 2.00	--	Met		0.00	--*--
		Black/African American	< 2.00	--	Met		0.00	--*--
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
		White	< 2.00	--	Met		0.00	--*--
		2 or more races	< 2.00	--	Met		0.00	--*--
		Hispanic/Latino	< 2.00	--	Met		0.00	--*--
<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.01.21								

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
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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	1.83	0.00
		Asian	< 2.00	--	Met		0.55	0.74
		Black/African American	< 2.00	2.09	Not Met		2.00	2.28
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	0.70	Met		0.74	0.73
		2 or more races	< 2.00	0.43	Met		0.38	0.40
		Hispanic/Latino	< 2.00	0.73	Met		0.66	0.41

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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Compliance Indicator								
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities and Specific Learning Disabilities and for White students with Speech and Language Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	--	--	--	
		Black/African American	3.92	2.73	--	--	2.80	--	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	--	0.54	0.82	3.47	0.54	0.69	
		2 or more races	--	--	--	--	--	--	
		Hispanic/Latino	--	0.87	--	--	--	--	
	COMAR 13A.08.01.21								

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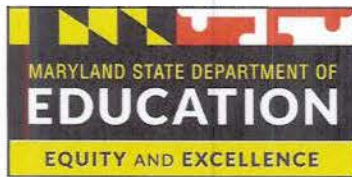
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days.	100%	98.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	97.87%	100%
	COMAR 13A.05.01.06						
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	Small Cell Size	100%
	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						

¹Local results are based on current data unless otherwise indicated.
Kent County Annual Data FFY 2017
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Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved. No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	0 violations were corrected untimely and 0 are not due yet.	0	
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	1	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. The fiscal finding identified in FFY 2016 was corrected timely.	1	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Division of Early Intervention and Special Education Services



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

Congratulations!

May 1, 2019

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

Dear Dr. Smith:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Montgomery County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Jack R. Smith
May 1, 2019
Page Two

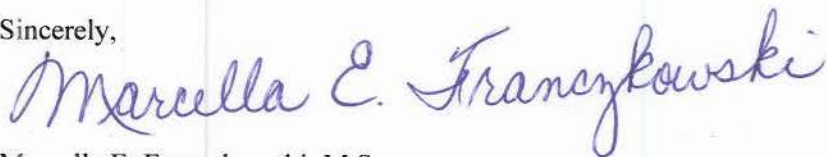
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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 "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017 ¹			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 68.14%	69.46%	Met	Target met, no further action required.	72.03%	66.50%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	3.60%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.70%	Met	Target met, no further action required.	98.77%	98.89%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.00%	Met	Target met, no further action required.	98.40%	





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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results	
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>				State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	20.59%	Met	Target met in math for the 3 rd grade. Target not met for reading in the 3 rd grade, for reading and math for the 4 th grade through the 8 th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	22.62%	19.91%
			Reading	≥ 21.33%	15.69%	Not Met		15.38%	13.42%
		4	Mathematics	≥ 18.23%	18.02%	Not Met		16.52%	16.20%
			Reading	≥ 23.83%	16.56%	Not Met		13.47%	14.37%
		5	Mathematics	≥ 20.93%	14.46%	Not Met		14.36%	14.06%
			Reading	≥ 26.33%	12.87%	Not Met		12.98%	14.91%
		6	Mathematics	≥ 22.63%	13.69%	Not Met		13.67%	12.39%
			Reading	≥ 28.83%	15.01%	Not Met		13.20%	9.75%
		7	Mathematics	≥ 24.33%	14.95%	Not Met		12.32%	13.97%
			Reading	≥ 31.33%	17.32%	Not Met		13.94%	11.39%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥ 26.03%	16.57%	Not Met		16.37%	14.66%
			Reading	≥ 33.83%	13.19%	Not Met		12.30%	10.80%
		HS	Mathematics	≥ 56.09%	12.11%	Not Met		42.35%	58.86%
			Reading	≥ 50.53%	18.04%	Not Met		16.94%	51.80%



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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results		
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.0		≤ 2.00	4.00	Not Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	3.17	2.59
	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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03		≤ 2.00	1.78	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	2.01	2.37

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017 ¹			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	67.16%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	67.01%	66.31%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	13.85%	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.	13.78%	13.38%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	5.63%	Met	Target met, no further action required.	5.82%	5.99%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	42.47%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	43.10%	43.76%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	40.36%	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.	36.24%	35.78%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 68.53%	65.43%	NA	New Baselines and Targets for FFY 2017. No action required.	71.09%	75.75%
		2. Exits within age expectations \geq 52.75%	52.88%	NA	New Baselines and Targets for FFY 2017. No action required.	62.26%	68.02%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017 ¹			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	70.27%	NA	New Baselines and Targets for FFY 2017. No action required.	69.55%	73.66%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	51.56%	NA	New Baselines and Targets for FFY 2017. No action required.	52.89%	53.77%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	73.33%	NA	New Baselines and Targets for FFY 2017. No action required.	76.36%	74.46%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	62.38%	NA	New Baselines and Targets for FFY 2017. No action required.	67.78%	69.13%
8	Parent Survey	Age 3-5	≥84.00%	87.00%	Met	Target met, no further action required.	85.00%	50.00%
		Age 6-21	≥71.00%	74.00%	Met	Target met, no further action required.	72.00%	41.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	47.62%	Met	Target met, no further action required.	42.32%	38.22%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	74.75%	Met	Target met, no further action required.	74.02%	66.67%
		COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	81.97%	Met	Target met, no further action required.	77.86%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		1.37	0.73
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	5.24	Not Met		5.91	6.44
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.48	0.37
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		5.73*	4.36*
		Hispanic/Latino	< 2.00	0.72	Met		1.41	1.50
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.18	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.23	1.31
		<i>Asian</i>	< 2.00	0.50	Met		0.44	0.44
		<i>Black/African American</i>	< 2.00	1.29	Met		1.23	1.23
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.97	Met		0.92	0.88
		<i>White</i>	< 2.00	0.93	Met		0.90	0.90
		<i>2 or more races</i>	< 2.00	0.81	Met		0.80	0.78
		<i>Hispanic/Latino</i>	< 2.00	1.21	Met		1.11	1.13
	COMAR 13A.08.01.21							

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FFY 2017 ¹ (SFY 2018) Part B Indicators										
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action	
 Compliance Indicator										
10	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	1.00	--	--	1.67	--	No Disproportionality was identified. No further actions are required at this time. The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
			Asian	0.62	0.23	0.25	0.67	0.32	0.93	
			Black/African American	1.93	1.13	1.85	0.97	1.52	1.27	
			Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
			White	0.54	0.74	1.23	1.05	1.30	1.38	
			2 or more races	0.70	0.61	1.22	1.02	0.98	1.05	
			Hispanic/Latino	1.20	1.98	0.70	1.17	0.82	0.57	

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.23%	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. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.14%	99.03%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	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	21	NA	3 complaints withdrawn or resolved. No further action required.	16	NA
	Number of State complaints identified with violation(s)	NA	16	NA	16 complaints required corrective action.	6	NA
	Number of State findings from State complaints corrected in a timely manner	NA	11	NA	0 violations were corrected untimely and 5 are not due yet.	NA	NA
	Number of due process hearings filed	NA	78	NA	No further action required.	5	NA
	Number of due process hearings identified with violations	NA	1	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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



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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

May 1, 2019

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

Dear Dr. Goldson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Prince George's County Public Schools has achieved the determination status of **"Needs Assistance, Year 1."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Monica E. Goldson
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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 statuses of the FFY 2016 and FFY 2017 SPP/APR local determinations, as well as a history of outstanding noncompliance), the Prince George's County Public Schools has been assigned the "**Focused**" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Focused tier will receive a comprehensive monitoring from the DEI/SES annually.

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 68.14%	71.85%	Met	Target met, no further action required.	67.39%	61.03%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	4.59%	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.	4.88%	5.42%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.70%	Met	Target met, no further action required.	98.67%	97.50%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.10%	Met	Target met, no further action required.	97.15%	

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FFY 2017 (SFY 2018) Part B Indicators										
SPP/APR Indicators				FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	6.97%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	8.14%	8.57%	
			Reading	≥ 21.33%	5.97%	Not Met		6.06%	7.17%	
		4	Mathematics	≥ 18.23%	6.78%	Not Met		7.15%	5.60%	
			Reading	≥ 23.83%	6.53%	Not Met		6.22%	4.67%	
		5	Mathematics	≥ 20.93%	7.12%	Not Met		6.93%	5.40%	
			Reading	≥ 26.33%	6.51%	Not Met		6.13%	4.59%	
		6	Mathematics	≥ 22.63%	6.63%	Not Met		4.65%	3.24%	
			Reading	≥ 28.83%	7.60%	Not Met		3.66%	3.60%	
		7	Mathematics	≥ 24.33%	5.24%	Not Met		2.80%	2.44%	
			Reading	≥ 31.33%	5.96%	Not Met		4.05%	4.38%	
		8	Mathematics	≥ 26.03%	5.05%	Not Met		5.32%	6.10%	
			Reading	≥ 33.83%	4.93%	Not Met		3.60%	3.61%	
		COMAR 13A.05.11.05	HS	Mathematics	≥ 56.09%	4.97%		Not Met	18.27%	25.15%
		COMAR 13A.03.06.05		Reading	≥ 50.53%	8.08%		Not Met	12.17%	21.54%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 ---* No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	3.67	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	3.58	4.39
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 ---* No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	2.41	2.66

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	69.23%	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.	64.48%	56.75%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	13.27%	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.	15.66%	24.22%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	9.74%	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.	9.32%	9.35%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	65.07%	Met	Target met, no further action required.	64.39%	59.51%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	14.84%	Met	Target met, no further action required.	16.91%	25.68%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	74.57%	NA	New Baselines and Targets for FFY 2017. No action required.	60.98%	69.09%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	52.38%	NA	New Baselines and Targets for FFY 2017. No action required.	49.55%	59.14%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	83.16%	NA	New Baselines and Targets for FFY 2017. No action required.	80.65%	68.49%
		2. Exits within age expectations	≥50.87%	51.54%	NA	New Baselines and Targets for FFY 2017. No action required.	46.53%	45.35%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	73.96%	NA	New Baselines and Targets for FFY 2017. No action required.	71.73%	66.84%
		2. Exits within age expectations	≥59.23%	59.24%	NA	New Baselines and Targets for FFY 2017. No action required.	61.03%	60.21%
8	Parent Survey	Age 3-5	≥84.00%	78.00%	Not Met	These data reflect baseline data and the revised target.	85.00%	52.00%
		Age 6-21	≥71.00%	63.00%	Not Met	These data reflect baseline data and the revised target.	66.00%	37.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	21.56%	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.	19.85%	19.21%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	58.11%	Met	Target met, no further action required.	58.29%	46.72%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	68.27%	Met	Target met, no further action required.	66.28%	47.65%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	0.00	2.69*
		Asian	< 2.00	--	Met		0.59	1.53
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	2.79	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	4.07	4.87
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	0.69	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.27	1.03
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	1.53	Met		1.89	6.25*
		Hispanic/Latino	< 2.00	0.32	Met		0.87	1.00
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.22	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.13	1.18
		Asian	< 2.00	0.59	Met		0.46	0.39
		Black/African American	< 2.00	1.35	Met		1.03	1.01
		Native Hawaiian/Pacific Islander	< 2.00	0.38	Met		0.43	0.36
		White	< 2.00	1.22	Met		1.36	1.39
		2 or more races	< 2.00	1.04	Met		0.85	0.38
		Hispanic/Latino	< 2.00	0.72	Met		0.67	0.71
	 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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Prince George's County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
<div style="background-color: #4f81bd; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification <div style="background-color: #d3d3d3; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	--	1.05	--	2.44	--	1.13	Disproportionality for American Indian/Alaska Native students with Speech and Language Impairments and Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	0.50	0.30	0.25	0.62	0.23	1.31	
		Black/African American	1.67	1.13	3.27	1.41	1.90	1.74	
		Native Hawaiian/Pacific Islander	--	0.49	--	--	--	--	
		White	0.63	0.92	1.52	1.80	1.25	1.73	
		2 or more races	0.83	0.94	1.39	1.44	0.75	1.44	
		Hispanic/Latino	0.66	0.98	0.21	0.58	0.52	0.40	

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.47%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	97.03%	97.15%
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%	99.60%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	98.6%	98.4%

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. 13 complaint violations were not corrected in a timely manner. Continue to work with the Complaint Investigation Unit at MSDE to ensure correction as soon as possible.	96.61%	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	Indicator data and program reports submitted in a timely and accurate manner. However, data and reports related to correction of noncompliance are not submitted timely.	98.39%	100%
	Number of State complaints filed	NA	57	NA	25 complaints withdrawn or resolved. No further action required.	45	NA
	Number of State complaints identified with violation(s)	NA	29	NA	28 complaints required corrective action.	35	NA
	Number of State findings from State complaints corrected in a timely manner	NA	4	NA	13 violations were corrected untimely and 11 are not due yet.	NA	NA
	Number of due process hearings filed	NA	57	NA	No further action required.	5	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	1	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Prince George's County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

May 1, 2019

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

Congratulations!

Dear Dr. Kane:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Queen Anne's County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Andrea Kane
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

99FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	81.40%	Met	Target met, no further action required.	85.11%	76.47%	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%	
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.10%	Target met, no further action required.	99.22%	99.20%	
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.30%	Target met, no further action required.	99.22%		

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Queen Anne's County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017 ¹			Action Required	Previous Results	
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: lightblue; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>				State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	22.67%	Met	Target met in math for 3rd grade.	26.92%	15.69%
			Reading	≥ 21.33%	13.16%	Not Met	Target not met in reading for 3rd grade, reading and math for the 4 th grade through the 8th grade and high school. S Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	14.10%	11.54%
		4	Mathematics	≥ 18.23%	15.00%	Not Met		13.11%	11.29%
			Reading	≥ 23.83%	18.75%	Not Met		13.11%	11.29%
		5	Mathematics	≥ 20.93%	19.70%	Not Met		7.81%	19.48%
			Reading	≥ 26.33%	15.15%	Not Met		4.69%	10.39%
		6	Mathematics	≥ 22.63%	6.06%	Not Met		12.82%	5.71%
			Reading	≥ 28.83%	6.06%	Not Met		6.41%	5.71%
		7	Mathematics	≥ 24.33%	9.21%	Not Met		4.48%	14.67%
			Reading	≥ 31.33%	9.21%	Not Met		10.45%	21.05%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥ 26.03%	5.00%	Not Met		17.91%	2.50%
			Reading	≥ 33.83%	6.67%	Not Met		13.43%	3.75%
		HS	Mathematics	≥ 56.09%	9.38%	Not Met		36.84%	46.34%
			Reading	≥ 50.53%	18.75%	Not Met		5.26%	48.78%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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 </div> <div>* Cell size < 5 or N size is < 20</div> <div>--*-- No suspension of disabled or nondisabled students</div>	≤ 2.00	*	Met	<p>The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	13.35*	2.87*
	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.		
	<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>--*-- No suspension of disabled or nondisabled students</div>	≤ 2.00	*	Met	<p>The change to COMAR regarding the definition of significant disproportionality went into effect July 1, 2018. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	--*--	--*--
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) 5COMAR 13A.05.01.15	$\geq 70.40\%$	87.64%	Met	Target met, no further action required.	90.08%	90.64%
5B	Students aged 6-21 whose LRE is $\leq 40\%$ of the day (MD SSIS LRE C) COMAR 13A.05.01.10	$\leq 11.26\%$	7.34%	Met	Target met, no further action required.	6.57%	6.07%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	$\leq 5.69\%$	1.29%	Met	Target met, no further action required.	0.90%	0.76%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	$\geq 64.70\%$	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.	57.00%	44.74%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	$\leq 18.10\%$	22.86%	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.	24.30%	25.44%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	$\geq 68.53\%$	78.26%	NA	New Baselines and Targets for FFY 2017. No action required.	86.67%	91.67%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	$\geq 52.75\%$	62.50%	NA	New Baselines and Targets for FFY 2017. No action required.	80.00%	75.00%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017 ¹			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	75.00%	NA	New Baselines and Targets for FFY 2017. No action required.	76.00%	75.86%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	46.88%	NA	New Baselines and Targets for FFY 2017. No action required.	63.33%	72.73%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	80.00%	NA	New Baselines and Targets for FFY 2017. No action required.	94.44%	66.67%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	68.75%	NA	New Baselines and Targets for FFY 2017. No action required.	86.67%	68.18%
8	Parent Survey	Age 3-5	≥84.00%	89.00%	Met	Target met, no further action required.	Small cell size	50.00%
		Age 6-21	≥71.00%	77.00%	Met	Target met, no further action required.	68.00%	35.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	33.87%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	80.65%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	85.48%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met		70.24*	8.45*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		3.47*	1.23
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	23.1*
		Hispanic/Latino	< 2.00	--	Met		54.22*	0.00
COMAR 13A.08.01.21								

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

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017 ¹			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.95	0.87
		Asian	< 2.00	0.95	Met		0.69	0.74
		Black/African American	< 2.00	1.81	Met		1.95	1.80
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		14.56*	3.73*
		White	< 2.00	0.86	Met		0.65	0.71
		2 or more races	< 2.00	0.86	Met		0.86	0.85
		Hispanic/Latino	< 2.00	0.84	Met		0.56	0.66

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
FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	<div>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</div> <div> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</div> <div>* Cell size < 5 or N size is < 20</div> <div>COMAR 13A.08.01.21</div>	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities and Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	--	--	--	
		Black/African American	4.45	2.42	--	1.42	0.95	1.69	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.69	0.75	0.70	1.05	0.90	1.01	
		2 or more races	--	0.65	--	--	1.97	--	
		Hispanic/Latino	--	0.89	--	1.05	0.54	--	

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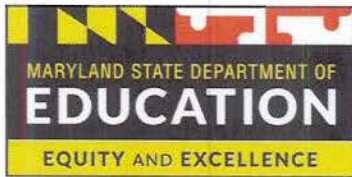
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.93%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.12%	97.80%
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 2017 ¹			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	1 complaint withdrawn or resolved. No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required. The fiscal finding identified in FFY 2016 was corrected timely.	1	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations!

Dear Dr. Smith:

Scott

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the St. Mary's County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Mr. James Scott Smith
May 1, 2019
Page Two

school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 68.14%	69.61%	Met	Target met, no further action required.	72.29%	70.93%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	3.57%	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.	≤ 3.00	≤ 3.00
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.40%	Met	Target met, no further action required.	99.10%	99.21%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.50%	Met	Target met, no further action required.	98.58%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	14.08%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	12.59%	12.00%
			Reading	≥ 21.33%	7.04%	Not Met		9.15%	8.73%
		4	Mathematics	≥ 18.23%	12.35%	Not Met		8.92%	8.11%
			Reading	≥ 23.83%	8.64%	Not Met		9.55%	8.05%
		5	Mathematics	≥ 20.93%	10.56%	Not Met		10.49%	12.20%
			Reading	≥ 26.33%	8.13%	Not Met		9.09%	8.48%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	6	Mathematics	≥ 22.63%	5.43%	Not Met		9.38%	7.09%
			Reading	≥ 28.83%	9.23%	Not Met		6.21%	2.82%
		7	Mathematics	≥ 24.33%	9.87%	Not Met		6.58%	7.63%
			Reading	≥ 31.33%	11.76%	Not Met		7.24%	9.02%
		8	Mathematics	≥ 26.03%	10.40%	Not Met		11.76%	14.84%
			Reading	≥ 33.83%	6.50%	Not Met		9.24%	9.60%
		HS	Mathematics	≥ 56.09%	8.00%	Not Met		25.84%	45.16%
			Reading	≥ 50.53%	4.05%	Not Met		9.20%	31.15%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	2.17	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.00
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00*
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	--*--
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	74.33%	Met	Target met, no further action required.	75.78%	76.98%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	11.82%	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.	11.81%	10.56%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	2.08%	Met	Target met, no further action required.	2.19%	2.28%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	79.41%	Met	Target met, no further action required.	84.28%	80.43%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	0.49%	Met	Target met, no further action required.	0.48%	0.43%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	77.05%	NA	New Baselines and Targets for FFY 2017. No action required.	46.34%	68.70%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	28.57%	NA	New Baselines and Targets for FFY 2017. No action required.	13.33%	70.73%




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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	70.77%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	63.64%
		2. Exits within age expectations	≥50.87%	30.00%	NA	New Baselines and Targets for FFY 2017. No action required.	13.33%	48.78%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	87.69%	NA	New Baselines and Targets for FFY 2017. No action required.	43.90%	65.38%
		2. Exits within age expectations	≥59.23%	32.86%	NA	New Baselines and Targets for FFY 2017. No action required.	15.56%	75.61%
8	Parent Survey	Age 3-5	≥84.00%	76.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	87.00%	52.00%
		Age 6-21	≥71.00%	75.00%	Met	Target met, no further action required.	79.00%	50.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	16.50%	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.	23.19%	23.23%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	62.14%	Met	Target met, no further action required.	68.12%	54.55%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	72.82%	Met	Target met, no further action required.	78.26%	61.62%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		<i>Asian</i>	< 2.00	--	Met		0.00	0.00
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	<i>Black/African American</i>	< 2.00	--	Met		0.00	0.00
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	--	Met		0.00	0.00
	--*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	--	Met		0.00	0.00
		<i>Hispanic/Latino</i>	< 2.00	--	Met		0.00	0.00
COMAR 13A.08.01.21								

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

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	1.06	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.12	1.92
		<i>Asian</i>	< 2.00	0.41	Met		0.25	0.34
		<i>Black/African American</i>	< 2.00	1.48	Met		1.62	1.61
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.35	0.59
		<i>White</i>	< 2.00	0.82	Met		0.81	0.84
		<i>2 or more races</i>	< 2.00	1.14	Met		1.03	1.05
		<i>Hispanic/Latino</i>	< 2.00	0.82	Met		0.81	0.73
		COMAR 13A.08.01.21						

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FFY 2017 ¹ (SFY 2018) 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	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	0.81	--		--
			Black/African American	2.08	1.80	1.74	1.02	1.50		0.91
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	0.61	0.69	0.84	1.13	0.87		0.92
			2 or more races	1.32	0.99	1.29	0.94	1.20		1.37
			Hispanic/Latino	0.74	1.01	--	0.62	0.54		1.43

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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%	97.94%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	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 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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	2	NA	2 complaints required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	0 violations were corrected untimely and 1 is not due yet.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Dear Dr. Gaddis:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Somerset County Public Schools has achieved the determination status of **"Needs Assistance, Year 2."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. John B. Gaddis
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	63.89%	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.	61.29%	73.91%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	5.48%	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.	5.19%	5.60%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.20%	Target met, no further action required.	99.20%	99.65%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.60%	Target met, no further action required.	99.06%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			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 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	8.51%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	16.13%	36.11%
			Reading	≥ 21.33%	17.39%	Not Met		10.00%	28.57%
		4	Mathematics	≥ 18.23%	8.57%	Not Met		11.43%	14.81%
			Reading	≥ 23.83%	8.33%	Not Met		16.67%	22.22%
		5	Mathematics	≥ 20.93%	7.69%	Not Met		21.43%	11.90%
			Reading	≥ 26.33%	15.38%	Not Met		21.43%	9.52%
		6	Mathematics	≥ 22.63%	13.04%	Not Met		11.63%	7.50%
			Reading	≥ 28.83%	26.09%	Not Met		11.63%	15.00%
		7	Mathematics	≥ 24.33%	20.00%	Not Met		8.89%	17.86%
			Reading	≥ 31.33%	17.78%	Not Met		13.33%	18.52%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥ 26.03%	17.65%	Not Met		17.24%	8.57%
			Reading	≥ 33.83%	19.23%	Not Met		17.24%	11.11%
		HS	Mathematics	≥ 56.09%	0.00%	Not Met		38.46%	36.84%
			Reading	≥ 50.53%	0.00%	Not Met		3.85%	35.00%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	2.73	4.19*
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>		FFY 2017			Action Required	Previous Results		
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	≥70.40%	72.37%	Met	Target met, no further action required.	76.24%	78.17%	
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 11.26%	20.53%	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.	18.28%	14.47%	
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 5.69%	0.26%	Met	Target met, no further action required.	1.31%	4.31%	
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 64.90%	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.	42.86%	31.03%	
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 18.10%	9.68%	Met	Target met, no further action required.	22.86%	20.69%	
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.53%	66.67%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	100%
		2. Exits within age expectations	≥52.75%	36.36%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	33.33%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	77.78%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	0.00%
		2. Exits within age expectations	≥50.87%	54.55%	NA	New Baselines and Targets for FFY 2017. No action required.	37.50%	0.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	85.71%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	50.00%
		2. Exits within age expectations	≥59.23%	72.73%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	33.33%
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	Small Cell Size	Less than 10
		Age 6-21	≥71.00%	84.00%	Met	Target met, no further action required.	79.00%	54.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	18.18%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	36.26%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	51.52%
	COMAR 13A.05.01.09A(3)(a)(ii)							

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	--*--	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	10.79	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	4.41*	7.61*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.91	0.45
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	0.00
	COMAR 13A.08.01.21							

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

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	2.31*
		Asian	< 2.00	--	Met		0.56	0.56
		Black/African American	< 2.00	1.03	Met		1.28	1.25
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	1.17	Met		1.25	1.22
		2 or more races	< 2.00	1.13	Met		1.29	1.12
		Hispanic/Latino	< 2.00	0.48	Met		0.35	0.41

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FFY 2017 ¹ (SFY 2018) 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	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	No Disproportionality was identified. No further actions are required at this time.	
			Asian	--	--	--	--	--	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	
			Black/African American	1.44	1.13	0.87	0.68	1.32	0.67	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
			Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
			White	1.12	1.00	1.12	1.46	1.00	1.98	
			2 or more races	--	1.68	--	1.80	--	--	
			Hispanic/Latino	--	0.38	--	--	--	--	
COMAR 13A.08.01.21										

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated correction within one year of the previous noncompliance identified in 16-17 noncompliance.	98.51%	98.04%
	COMAR 13A.05.01.06						
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	98.70%	81.90%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	1 fiscal finding of noncompliance from FFY 2016 was not corrected within 1 year of notification during FFY 2017, as required. However, the finding has subsequently been corrected.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required. Correction of the FFY 2016 noncompliance did not occur within 1 year of notification. However, the finding has subsequently been corrected.	1	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations!

Dear Dr. Griffith:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Talbot County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Kelly L. Griffith
May 1, 2019
Page Two

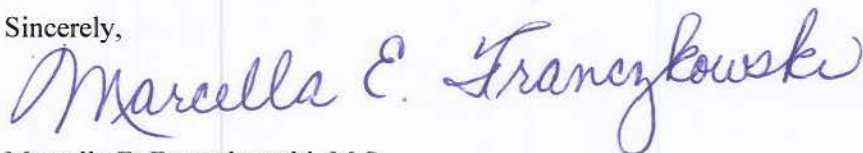
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Talbot County
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	69.57%	Met	Target met, no further action required.	60.00%	80.95%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00	3.45%
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
		AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	98.80%	Target met, no further action required.	98.60%	97.44%
		Reading	≥ 95.00%	98.80%	Target met, no further action required.	98.64%	





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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2017			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	11.11%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	14.00%	14.63%
			Reading	≥ 21.33%	14.81%	Not Met		16.00%	12.20%
		4	Mathematics	≥ 18.23%	2.13%	Not Met		10.64%	10.53%
			Reading	≥ 23.83%	8.51%	Not Met		12.77%	7.89%
		5	Mathematics	≥ 20.93%	2.38%	Not Met		7.32%	11.63%
			Reading	≥ 26.33%	9.52%	Not Met		9.76%	2.38%
		6	Mathematics	≥ 22.63%	4.55%	Not Met		2.56%	3.03%
			Reading	≥ 28.83%	9.09%	Not Met		2.56%	6.06%
		7	Mathematics	≥ 24.33%	0.00%	Not Met		8.82%	19.05%
			Reading	≥ 31.33%	0.00%	Not Met		17.65%	19.05%
		8	Mathematics	≥ 26.03%	3.45%	Not Met		8.70%	3.57%
			Reading	≥ 33.83%	10.34%	Not Met		13.04%	3.57%
	HS	Mathematics	≥ 56.09%	0.00%	Not Met	30.77%	35.29%		
		Reading	≥ 50.53%	10.53%	Not Met	7.69%	35.71%		
	COMAR 13A.05.11.05								
	COMAR 13A.03.06.05								

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.39	0.00*
	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 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	--*--
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	75.97%	Met	Target met, no further action required.	77.72%	78.44%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	8.98%	Met	Target met, no further action required.	9.28%	8.83%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	1.70%	Met	Target met, no further action required.	1.59%	0.52%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	90.24%	Met	Target met, no further action required.	98.65%	98.57%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	0.00%	Met	Target met, no further action required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	72.73%
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	82.35%




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SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	85.71%	73.33%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	64.71%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	83.33%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	72.00%
8	Parent Survey	Age 3-5	≥84.00%	100%	Met	Target met, no further action required.	100%	50.00%
		Age 6-21	≥71.00%	73.00%	Met	Target met, no further action required.	73.00%	72.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	Small cell size	13.79%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	51.72
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	Small cell size	62.07%
	COMAR 13A.05.01.09A(3)(a)(ii)							

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
		Asian	< 2.00	--	Met		0.00	0.00
		Black/African American	< 2.00	--	Met		0.00	11.50*
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
		White	< 2.00	--	Met		2.06*	0.98
		2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	0.00
COMAR 13A.08.01.21								



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SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	0.00
		<i>Asian</i>	< 2.00	1.07	Met		0.34	0.22
		<i>Black/African American</i>	< 2.00	1.58	Met		1.74	1.66
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
		<i>White</i>	< 2.00	0.95	Met		0.94	0.93
		<i>2 or more races</i>	< 2.00	0.52	Met		0.47	0.66
		<i>Hispanic/Latino</i>	< 2.00	0.78	Met		0.62	0.71



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FFY 2017 ¹ (SFY 2018) 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	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Asian students with Speech and Language Impairments, Black/African American students with Intellectual Disabilities, and White students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		Asian	--	--	--	2.07	--	--	
		Black/African American	3.98	1.83	--	1.71	1.03	1.17	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.38	1.06	2.73	0.67	1.22	1.75	
		2 or more races	--	--	--	0.71	--	--	
		Hispanic/Latino	--	0.62	--	1.08	0.92	--	
COMAR 13A.08.01.21									

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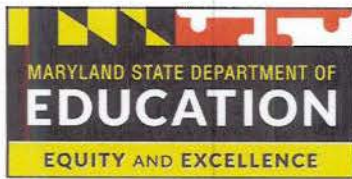
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	94.83%	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. Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	97.96%	99.31%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	88.89%
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 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	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	2 fiscal findings of noncompliance from FFY 2016 were not corrected within 1 year of notification during FFY 2017, as required. However, both fiscal findings have subsequently been corrected.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	1	NA	0 complaints required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	2	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. Correction of the FFY 2016 noncompliance did not occur within 1 year of notification. However, both fiscal findings have subsequently been corrected.	2	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations

Dear Dr. Michael:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Washington County Public Schools has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Boyd J. Michael III
May 1, 2019
Page Two

school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Washington County
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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	74.50%	Met	Target met, no further action required.	66.89%	62.75%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	3.95%	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.	≤ 3.00%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.40%	Met	99.40%	99.05%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	97.20%	Met	98.83%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			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 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	9.62%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	8.70%	7.19%
			Reading	≥ 21.33%	7.69%	Not Met		8.70%	2.90%
		4	Mathematics	≥ 18.23%	10.67%	Not Met		9.03%	7.32%
			Reading	≥ 23.83%	8.00%	Not Met		6.49%	4.91%
		5	Mathematics	≥ 20.93%	9.38%	Not Met		9.09%	7.05%
			Reading	≥ 26.33%	7.50%	Not Met		7.83%	5.13%
		6	Mathematics	≥ 22.63%	12.57%	Not Met		7.10%	9.15%
			Reading	≥ 28.83%	13.14%	Not Met		5.81%	6.10%
		7	Mathematics	≥ 24.33%	12.26%	Not Met		14.71%	6.71%
			Reading	≥ 31.33%	14.29%	Not Met		15.29%	8.48%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥ 26.03%	19.53%	Not Met		9.41%	11.11%
			Reading	≥ 33.83%	14.88%	Not Met		8.82%	9.83%
		HS	Mathematics	≥ 56.09%	5.41%	Not Met		42.26%	51.30%
			Reading	≥ 50.53%	12.16%	Not Met		13.07%	29.59%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	2.30*
	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.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	*	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	--*--
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>		FFY 2017			Action Required	Previous Results		
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		≥ 70.40%	77.91%	Met	Target met, no further action required.	77.93%	78.57%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.26%	11.32%	Not Met	Target met, no further action required.	10.99%	10.28%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 5.69%	5.16%	Met	Target met, no further action required.	5.57%	6.37%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 64.90%	71.59%	Met	Target met, no further action required.	68.30%	71.27%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 18.10%	7.25%	Met	Target met, no further action required.	7.62%	4.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.53%	69.33%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	66.67%
		2. Exits within age expectations	≥52.75%	59.81%	NA	New Baselines and Targets for FFY 2017. No action required.	49.02%	54.24%




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SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	76.29%	NA	New Baselines and Targets for FFY 2017. No action required.	67.05%	70.00%
		2. Exits within age expectations	≥50.87%	50.47%	NA	New Baselines and Targets for FFY 2017. No action required.	42.16%	50.85%
	COMAR 13A.13.01.09							
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	62.34%	NA	New Baselines and Targets for FFY 2017. No action required.	67.14%	68.89%
		2. Exits within age expectations	≥59.23%	57.01%	NA	New Baselines and Targets for FFY 2017. No action required.	54.90%	55.93%
	COMAR 13A.13.01.09							
8	Parent Survey	Age 3-5	≥84.00%	76.00%	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.	75.00%	45.00%
		Age 6-21	≥71.00%	61.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	68.00%	45.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	16.37%	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.	20.90%	14.37%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	61.40%	Met	Target met, no further action required.	72.39%	53.45%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	71.35%	Met	Target met, no further action required.	81.34%

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SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	<p>Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	0.00
		<i>Asian</i>	< 2.00	--	Met		--*--	0.00
		<i>Black/African American</i>	< 2.00	--	Met		--*--	12.70*
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		--*--	0.00
		<i>White</i>	< 2.00	--	Met		--*--	0.00
		<i>2 or more races</i>	< 2.00	--	Met		--*--	0.00
		<i>Hispanic/Latino</i>	< 2.00	--	Met		--*--	0.00

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SPP/APR Indicators			FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
9 (Ages 6-21)	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.16	1.02
			<i>Asian</i>	< 2.00	0.44	Met		0.47	1.49
			<i>Black/African American</i>	< 2.00	1.39	Met		1.52	1.53
			<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		2.88*	2.27*
			<i>White</i>	< 2.00	1.01	Met		0.91	0.90
			<i>2 or more races</i>	< 2.00	0.90	Met		0.84	0.79
			<i>Hispanic/Latino</i>	< 2.00	0.71	Met		0.68	0.71
	COMAR 13A.08.01.21								



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Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
10	 Compliance Indicator	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race.	American Indian/Alaska Native	--	--	--	--	--	<p>No Disproportionality was identified. No further actions are required at this time.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	Asian	--	--	--	0.68	0.44	1.04	
		Black/African American	1.88	1.49	1.16	1.09	1.40	1.38	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.86	0.97	1.11	1.06	1.08	1.08	
		2 or more races	0.64	0.78	1.37	1.03	0.86	0.81	
		Hispanic/Latino	0.82	0.78	0.50	0.80	0.60	0.51	
		COMAR 13A.08.01.21							

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Division of Early Intervention and Special Education Services

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Annual Data on SPP/APR Part B Indicators
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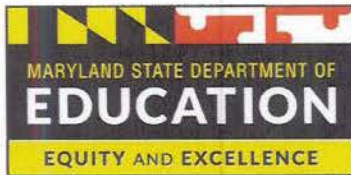
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 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 <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 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	1 complaint withdrawn or resolved. No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	1	NA
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Congratulations!

Dear Dr. Hanlin:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Wicomico County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Donna G. Hanlin
May 1, 2019
Page Two

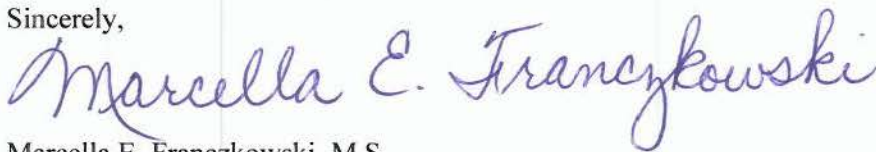
school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

wFFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01		≥ 68.14%	57.78%	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.	54.37%	54.02%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07		≤ 3.03%	4.79%	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.	3.40%	3.29%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.20%	Met	Target met, no further action required.	98.50%	99.32%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.80%	Met	Target met, no further action required.	98.61%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	18.33%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	25.47%	19.44%
			Reading	≥ 21.33%	10.00%	Not Met		14.29%	10.34%
		4	Mathematics	≥ 18.23%	16.67%	Not Met		12.59%	5.26%
			Reading	≥ 23.83%	11.67%	Not Met		9.15%	7.51%
		5	Mathematics	≥ 20.93%	8.45%	Not Met		6.85%	9.85%
			Reading	≥ 26.33%	3.47%	Not Met		5.48%	8.27%
		6	Mathematics	≥ 22.63%	8.15%	Not Met		4.92%	8.33%
			Reading	≥ 28.83%	8.09%	Not Met		5.83%	4.51%
		7	Mathematics	≥ 24.33%	7.50%	Not Met		10.48%	5.88%
			Reading	≥ 31.33%	7.50%	Not Met		8.80%	9.49%
		8	Mathematics	≥ 26.03%	9.73%	Not Met		6.56%	9.38%
			Reading	≥ 33.83%	9.73%	Not Met		4.03%	8.00%
		HS	Mathematics	≥ 56.09%	8.93%	Not Met		31.17%	46.58%
			Reading	≥ 50.53%	7.02%	Not Met		7.89%	33.80%



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.14*	0.67
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	1.05	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. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	3.58*
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students		≤ 2.00	*	Met		
	COMAR 13A.08.03.03						

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	78.52%	Met	Target met, no further action required.	77.52%	77.21%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	11.49%	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.	12.63%	13.94%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	0.19%	Met	Target met, no further action required.	0.87%	0.67%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	83.55%	Met	Target met, no further action required.	61.24%	54.82%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	0.00%	Met	Target met, no further action required.	0.00%	1.52%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth \geq 68.53%	68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	0.00%	100%
		2. Exits within age expectations \geq 52.75%	40.74%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	100%
	COMAR 13A.13.01.09						

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	77.27%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	100%
		2. Exits within age expectations	≥50.87%	37.04%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	100%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	65.00%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	100%
		2. Exits within age expectations	≥59.23%	51.85%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	100%
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	82.00%	27.00%
		Age 6-21	≥71.00%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	70.00%	40.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	20.24%	10.23%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	64.29%	55.68%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	Small cell size	Met	No further action required.	75.00%	73.86%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	4.86	Not Met		2.00*	1.19
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		--*--	--*--
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.14	0.37
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.86	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	0.77
COMAR 13A.08.01.21								



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SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	0.62	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.46	0.49
		<i>Asian</i>	< 2.00	0.28	Met		0.30	0.30
		<i>Black/African American</i>	< 2.00	1.38	Met		1.52	1.51
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		0.00	0.00
		<i>White</i>	< 2.00	0.90	Met		0.87	0.89
		<i>2 or more races</i>	< 2.00	0.95	Met		0.99	1.02
		<i>Hispanic/Latino</i>	< 2.00	0.75	Met		0.83	1.80

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SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	--	Disproportionality for Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	--	--	--	--	--	--	
		Black/African American	1.95	1.67	2.93	0.94	1.59	0.85	
		Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
		White	0.62	0.78	0.64	1.13	0.96	1.21	
		2 or more races	0.59	0.71	--	1.33	0.67	1.37	
		Hispanic/Latino	0.78	0.83	--	0.90	0.48	0.74	
	 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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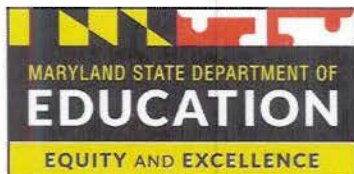
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SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated 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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SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	2	NA	2 complaints withdrawn or resolved. No further action required.	1	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	NA
	Number of State findings from State complaints corrected in a timely manner.	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2016-2017 Local Determination Status. (See attachment for Statewide Data).	NA	NA

¹Local results are based on current data unless otherwise indicated.
Wicomico County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

May 1, 2019

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

Congratulations

Dear Mr. Taylor:

Louis

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Worcester County Public Schools has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Mr. Louis Taylor
May 1, 2019
Page Two

school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2017 – June 30, 2018

--FFY 2017 (SFY 2018) Part B Indicators

		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	72.86%	Met	Target met, no further action required.	76.47%	80.00%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.50%	Target met, no further action required.	99.80%	99.33%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.20%	Target met, no further action required.	99.57%	

¹ Local results are based on current data unless otherwise indicated.
Worcester County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services





Worcester County
Annual Data on SPP/APR Part B Indicators
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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	36.69%	Met	Target met in math for the 3 rd , 4 th , and 6 th grade.	34.78%	31.58%
			Reading	≥ 21.33%	15.38%	Not Met	Target not met in reading in 3 rd , 4 th , and 6 th grade, for reading and math for the 5th grade, for reading and math for 7 th and the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	30.43%	18.42%
		4	Mathematics	≥ 18.23%	22.92%	Met		14.29%	20.51%
			Reading	≥ 23.83%	16.67%	Not Met		16.28%	28.21%
		5	Mathematics	≥ 20.93%	11.11%	Not Met		23.08%	14.06%
			Reading	≥ 26.33%	8.89%	Not Met		20.51%	12.50%
		6	Mathematics	≥ 22.63%	26.53%	Met		7.94%	10.14%
			Reading	≥ 28.83%	22.45%	Not Met		4.76%	15.94%
		7	Mathematics	≥ 24.33%	9.26%	Not Met		11.94%	13.64%
			Reading	≥ 31.33%	7.55%	Not Met		13.43%	15.15%
		8	Mathematics	≥ 26.03%	12.90%	Not Met		26.15%	18.75%
			Reading	≥ 33.83%	12.90%	Not Met		15.38%	20.83%
		HS	Mathematics	≥ 56.09%	7.02%	Not Met		66.15%	71.05%
			Reading	≥ 50.53%	15.79%	Not Met		39.06%	50.00%

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.88	0.00
	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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	--*--	0.00

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	81.82%	Met	Target met, no further action required.	82.07%	84.28%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	3.61%	Met	Target met, no further action required.	4.28%	3.52%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	5.34%	Met	Target met, no further action required.	5.79%	6.37%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	59.81%	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.	44.24%	51.85%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	3.74%	Met	Target met, no further action required.	14.03%	18.52%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.53%	94.12%	NA	New Baselines and Targets for FFY 2017. No action required.	88.89%	85.75%
		2. Exits within age expectations \geq 52.75%	75.00%	NA	New Baselines and Targets for FFY 2017. No action required.	70.59%	81.82%

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators <div><div>Results Indicator</div><div>Compliance Indicator</div></div>			FFY 2017			Action Required	Previous Results	
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	76.19%	NA	New Baselines and Targets for FFY 2017. No action required.	85.71%	69.23%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	62.50%	NA	New Baselines and Targets for FFY 2017. No action required.	70.59%	66.67%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	89.47%
	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	83.33%	NA	New Baselines and Targets for FFY 2017. No action required.	79.41%	78.79%
8	Parent Survey	Age 3-5	≥84.00%	89.00%	Met	Target met, no further action required.	76.00%	67.00%
		Age 6-21	≥71.00%	79.00%	Met	Target met, no further action required.	80.00%	55.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	26.23%	Met	Target met, no further action required.	Small cell size	25.00%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	85.25%	Met	Target met, no further action required.	Small cell size	62.50%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	100%	Met	Target met, no further action required.	Small cell size	70.83%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)							

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators			FFY 2017			Action Required	Previous Results		
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
4B (Ages 6-21)		Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
			<i>Asian</i>	< 2.00	--	Met		0.00	0.00
			<i>Black/African American</i>	< 2.00	--	Met		3.30*	0.00
			<i>Native Hawaiian/Pacific Islander</i>	< 2.00	--	Met		--*--	0.00
			<i>White</i>	< 2.00	--	Met		0.00	0.00
			<i>2 or more races</i>	< 2.00	--	Met		0.00	0.00
			<i>Hispanic/Latino</i>	< 2.00	--	Met		0.00	0.00
		* Cell size < 5 or N size is < 20							
		--*-- No suspension of disabled or nondisabled students							
		COMAR 13A.08.01.21							

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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 or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.85	0.53
		Asian	< 2.00	0.59	Met		0.61	0.60
		Black/African American	< 2.00	1.41	Met		1.59	1.68
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	3.74*
		White	< 2.00	0.81	Met		0.82	0.78
		2 or more races	< 2.00	1.02	Met		0.78	0.73
		Hispanic/Latino	< 2.00	0.92	Met		0.76	0.74
	COMAR 13A.08.01.21							

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FFY 2017 ¹ (SFY 2018) 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	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	--	--	--	--	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	
			Asian	--	--	--	--	--		
			Black/African American	3.33	1.81	1.58	0.75	1.65		0.72
			Native Hawaiian/Pacific Islander	--	--	--	--	--		--
			White	0.36	0.62	0.72	1.11	0.77		1.38
			2 or more races	--	0.94	--	1.15	1.00		0.97
			Hispanic/Latino	--	1.40	--	1.21	0.38		--
COMAR 13A.08.01.21										

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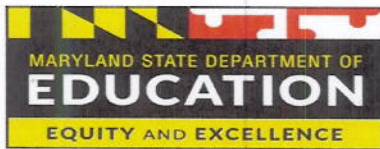
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11							
Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days		100%	99.47%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	99.46%
COMAR 13A.05.01.06							
12							
Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday		100%	100%	Met	Target met, no further action required.	100%	100%
COMAR 13A.05.01.08A(2)(a)(iii)							
COMAR 13A.05.01.06B							
COMAR 13A.13.01.09							
13							
Percentage of youth aged 16 and above whose IEP meets secondary transition requirements		100%	100%	Met	Target met, no further action required.	100%	100%
COMAR 13A.05.01.07D(5)(6)							
COMAR 13A.05.01.09A(3)(a)(ii)							

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	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	NA
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	1	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. Correction of the FFY 2016 noncompliance occurred within 1 year of notification.	1	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2016-2017 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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Worcester County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services



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

June 18, 2019

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

Dear Mrs. Grinnage-Pulley:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is in receipt of your request to reconsider the Juvenile Services Education System (JSES) Federal Fiscal Year (FFY) 2017 Part B determination status as a result of the data performance captured on the FFY 2017 JSES Annual Report Card. The MSDE, DEI/SES has met with the JSES Compliance Specialist to discuss concerns and to evaluate possible solutions. Upon review of the SPP/APR Indicator 11 submitted data, the MSDE, DEI/SES has reconsidered the current Part B determination status of "Needs Assistance, Year 2." Due to the miscoding by JSES of reasons for late evaluations and the submitted documentation to support the correction of miscoded reasons, the FFY 2017 Part B determination status has been revised to **"Meets Requirements."** Consistent with this determination, the JSES has been assigned the **"Universal"** tier for the delivery of the DEI/SES technical assistance model for results. With the assigned Universal tier, JSES will receive comprehensive monitoring from the DEI/SES every four years.

Please note that the decision to revise the JSES determination status is not related to any issues in the Special Services Information System (SSIS) as referenced in your correspondence. The technical assistance provided by Ms. Vicky Ciulla, DEI/SES, Monitoring and Accountability (M&A) Specialist, and the Johns Hopkins School of Education, Center for Technology Education (JHU/CTE) identified ongoing solutions for the JSES to monitor student evaluation timelines. It is the recommendation of the DEI/SES, Policy and Accountability Branch that the JSES consistently monitor and validate their Indicator 11 data; ongoing technical assistance and support will be provided.

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

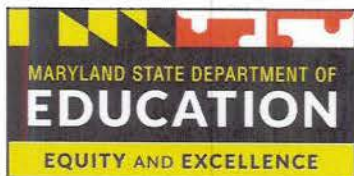
Sincerely,

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

MEF/BMM/cc

Attachments

c: Carol A. Williamson, Ed.D.
Sylvia Lawson, Ph.D.
Brian Morrison, Ph.D.
Dawn Hubbard
Vicky Ciulla



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

May 1, 2019

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

Dear Mrs. Grinnage-Pulley:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Juvenile Services Education System has achieved the determination status of **"Needs Assistance, Year 2."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Mrs. Deborah Grinnage-Pulley
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. The MSDE is committed to supporting the efforts of the 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/cc

Attachments

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

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	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 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	NA	Student level data are reported in the LSS of residency.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	Student level data are reported in the LSS of residency.		





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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>				FFY 2017			Action Required	Previous Results	
				State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥ 18.58%	NA	NA	Not applicable.	NA	NA
			Reading	≥ 21.33%	NA	NA		NA	NA
		4	Mathematics	≥ 18.23%	NA	NA		NA	NA
			Reading	≥ 23.83%	NA	NA		NA	NA
		5	Mathematics	≥ 20.93%	NA	NA		NA	NA
			Reading	≥ 26.33%	NA	NA		NA	NA
		6	Mathematics	≥ 22.63%	NA	NA		NA	NA
			Reading	≥ 28.83%	NA	NA		NA	NA
		7	Mathematics	≥ 24.33%	NA	NA		NA	NA
			Reading	≥31.33%	NA	NA		NA	NA
		8	Mathematics	≥ 26.03%	NA	NA		NA	NA
			Reading	≥ 33.83%	NA	NA		NA	NA
		HS	Mathematics	≥ 56.09%	NA	NA		NA	NA
			Reading	≥ 50.53%	NA	NA		NA	NA
		COMAR 13A.05.11.05 COMAR 13A.03.06.05							



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	NA	NA	Not applicable.	NA	NA
	Single suspensions (> 10 days): Disabled vs. nondisabled  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	NA	NA	Not applicable.	NA	NA
5A	Students aged 6-21 whose LRE is $\geq 80\%$ of the day (MD SSIS LRE A) COMAR 13A.05.01.10	$\geq 70.40\%$	NA	NA	Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements.	NA	NA



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	≤ 11.26%	NA	NA	Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements.	NA	NA
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	≤ 5.69%	NA	NA	Data for this indicator is reported in the aggregate. The MSDE, DEI/SES staff will provide technical assistance to disaggregate the data to be aligned with the reporting requirements.	NA	NA
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	≥ 64.90%	NA	NA	Not applicable.	NA	NA
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	≤ 18.10%	NA	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	≥ 68.53%	NA	NA	Not applicable.	NA	NA
	2. Exits within age expectations	≥ 52.75%	NA	NA	Not applicable.	NA	NA




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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	NA	NA	Not applicable	NA	NA
		2. Exits within age expectations	≥50.87%	NA	NA	Not applicable	NA	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥71.40%	NA	NA	Not applicable	NA	NA
		2. Exits within age expectations	≥59.23%	NA	NA	Not applicable	NA	NA
8	Parent Survey * Less than 10 survey responses	Age 3-5	≥84.00%	NA	NA	Not applicable.	NA	NA
		Age 6-21	≥71.00%	*	NA	Submit an improvement plan within 30 days that targets improving the 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	≥26.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	NA	NA	No further action required.	NA	NA




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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	<i>American Indian/Alaska Native</i>	< 2.00	NA	NA	No further action required.	NA	NA
		<i>Asian</i>	< 2.00	NA	NA		NA	NA
	 Discrepancy exists in the category	<i>Black/African American</i>	< 2.00	NA	NA		NA	NA
	Cell size ≥ 5 N-size is ≥ 20	<i>Native Hawaiian/Pacific Islander</i>	< 2.00	NA	NA		NA	NA
	* Cell size < 5 or N size is < 20	<i>White</i>	< 2.00	NA	NA		NA	NA
	--*-- No suspension of disabled or nondisabled students	<i>2 or more races</i>	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	<i>Hispanic/Latino</i>	< 2.00	NA	NA		NA	NA

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	NA	NA	<p>No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	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 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
<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	--	--	--	--	--	--	No further action required.
		Asian	--	--	--	--	--	--	
		Black/African American	--	--	--	--	--	--	
		Native Hawaiian/ Pacific Islander	--	--	--	--	--	--	
		White	--	--	--	--	--	--	
		2 or more races	--	--	--	--	--	--	
	* Cell size < 5 or N size is < 20	Hispanic/Latino	--	--	--	--	--	--	
COMAR 13A.08.01.21									



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	Not applicable.	NA	NA
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	99.26%	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.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	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	8	NA	No further action required.	5	NA
	Number of State complaints identified with violation(s)	NA	6	NA	5 complaints required corrective action.	4	NA
	Number of State findings from State complaints corrected in a timely manner	NA	5	NA	No further action required.	NA	NA
	Number of due process hearings filed	NA	0	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA



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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	51.26%	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.	47.55%	50.65%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	8.77%	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.	6.88%	8.61%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA		NA	NA
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.10%	Target met, no further action required.	96.50%	95.99%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	97.70%	Target met, no further action required.	95.73%	

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators				FFY 2017			Action Required	Previous Results	
 Results Indicator  Compliance Indicator				State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	7.00%	Not Met	Target not met in math and reading for the 3rd grade through the 8th grade and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.	7.93%	7.12%
			Reading	≥21.33%	4.89%	Not Met		4.94%	5.26%
		4	Mathematics	≥18.23%	7.10%	Not Met		5.02%	5.42%
			Reading	≥23.83%	4.75%	Not Met		5.41%	4.12%
		5	Mathematics	≥20.93%	6.52%	Not Met		4.77%	4.59%
			Reading	≥26.33%	4.77%	Not Met		3.84%	4.98%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	6	Mathematics	≥22.63%	5.53%	Not Met		4.50%	4.33%
			Reading	≥28.83%	5.73%	Not Met		4.55%	4.33%
		7	Mathematics	≥24.33%	4.71%	Not Met		5.18%	5.01%
			Reading	≥31.33%	6.49%	Not Met		6.11%	5.62%
		8	Mathematics	≥26.03%	6.61%	Not Met		6.01%	5.62%
			Reading	≥33.83%	5.74%	Not Met		5.02%	5.84%
		HS	Mathematics	≥56.09%	4.90%	Not Met		14.60%	15.10%
			Reading	≥50.53%	6.12%	Not Met		9.93%	11.62%

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	5.50	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	3.19	3.10
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		
4A	Single suspensions (> 10 days): Disabled vs. nondisabled				Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.		
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20 --*-- No suspension of disabled or nondisabled students	≤ 2.00	2.17	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	2.13	2.66
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	58.00%	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.	58.77%	60.51%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	23.12%	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.	22.13%	21.13%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	6.79%	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.	7.01%	7.33%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	79.05%	Met	Target met, no further action required.	72.97%	72.20%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	11.66%	Met	Target met, no further action required.	15.40%	14.57%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth \geq 68.53%	68.45%	NA	New Baselines and Targets for FFY 2017. No action required.	63.87%	47.52%
		2. Exits within age expectations \geq 52.75%	50.59%	NA	New Baselines and Targets for FFY 2017. No action required.	54.75%	47.03%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	66.15%	NA	New Baselines and Targets for FFY 2017. No action required.	64.63%	46.20%
		2. Exits within age expectations	≥50.87%	49.41%	NA	New Baselines and Targets for FFY 2017. No action required.	50.23%	38.92%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥71.40%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	66.01%	54.48%
		2. Exits within age expectations	≥59.23%	53.33%	NA	New Baselines and Targets for FFY 2017. No action required.	58.37%	53.51%
8	Parent Survey	Age 3-5	≥84.00%	68.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	69.00%	43.00%
		Age 6-21	≥71.00%	63.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	69.00%	40.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	A. Higher ED w/in 1 year of leaving HS	≥26.00%	13.03%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	13.69%	11.67%
		B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	54.17%	Met	Target met, no further action required.	56.53%	42.20%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	59.83%	Met	Target met, no further action required.	69.10%	51.39%

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	8.82*	12.30*
		Asian	< 2.00	--	Met		0.00	0.00
	<input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	2.85	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	2.95	3.15
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.73	1.13
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		0.00	2.51*
		Hispanic/Latino	< 2.00	--	Met		0.39	0.29
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
 Results Indicator	 Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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	0.62	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.01	0.90
		<i>Asian</i>	< 2.00	0.33	Met		0.32	0.44
		<i>Black/African American</i>	< 2.00	1.49	Met		1.37	1.09
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.59	Met		0.35	0.19
		<i>White</i>	< 2.00	1.00	Met		1.15	1.39
		<i>2 or more races</i>	< 2.00	0.57	Met		0.91	1.08
		<i>Hispanic/Latino</i>	< 2.00	0.53	Met		0.55	0.50

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FFY 2017 ¹ (SFY 2018) 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	 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	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	--	0.87	--	--	0.66	--	Disproportionality for Black/African American students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
			Asian	--	0.25	--	0.47	--	1.08	
			Black/African American	1.97	1.64	2.20	0.91	2.04	1.06	
			Native Hawaiian/Pacific Islander	--	--	--	--	--	--	
			White	0.69	0.79	0.94	1.36	0.84	1.68	
			2 or more races	0.41	0.45	0.66	0.71	0.52	0.59	
			Hispanic/Latino	0.48	0.59	0.21	0.99	0.33	0.46	

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days.	100%	96.76%	Not Met	Target not met. Submit 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.	94.03%	93.71%
	COMAR 13A.05.01.06				Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.		
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	100%	100%	Met	Target met. No further action required.	100%	100%
	COMAR 13A.05.01.08A(2)(a)(iii)						
	COMAR 13A.05.01.06B						
	COMAR 13A.13.01.09						
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	86.20%	Not Met	Target not met. Submit a Corrective Action Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	94.03%	92.60%
	COMAR 13A.05.01.07D(5)(6)				Subsequent data demonstrated was NOT corrected within one year of the previous noncompliance identified in 16-17. Correction must be demonstrated ASAP.		
	COMAR 13A.05.01.09A(3)(a)(ii)						

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. 4 complaint violations were not corrected in a timely manner and correction of noncompliance has not occurred for Indicator 13. Submit a Corrective Action Plan (CAP) within 30 days of the receipt of this letter. Identify the root causes and strategies to be used to correct noncompliance.	<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.	98.39%	100%
	Number of State complaints filed	NA	23	NA	6 complaints withdrawn or resolved. No further action required.	15	NA
	Number of State complaints identified with violation(s)	NA	12	NA	12 complaints required corrective action.	13	NA
	Number of State findings from State complaints corrected in a timely manner	NA	4	NA	4 violations were corrected untimely and 4 are not due yet.	NA	NA
	Number of due process hearings filed	NA	33	NA	No further action required.	2	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	1	NA	Correction of the identified noncompliance must be demonstrated and verified within 1 year of notification. The fiscal finding identified in FFY 2016 was corrected timely.	1	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

Dr. Sonja B. Santelises
Superintendent
Baltimore City Public Schools
200 East North Avenue
Baltimore, Maryland 21202

*Moving in
the right
direction!*

Dear Dr. Santelises:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the Baltimore City Public Schools has achieved the determination status of **"Needs Assistance, Year 1."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Dr. Sonja B. Santelises
May 1, 2019
Page Two


school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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 statuses of the FFY 2016 and FFY 2017 SPP/APR local determinations), the Baltimore City Public Schools has been assigned the "Targeted" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Targeted tier will receive a comprehensive monitoring from the DEI/SES every other year.

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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

SEED School
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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators		FFY 2017			Action Required	Previous Results		
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 68.14%	NA	NA	Student level data are reported in the local school system (LSS) of residency.	NA	NA	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017) COMAR 13A.08.01.07	≤ 3.03%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA	
3A	State Assessment: AMO for disability subgroup in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA	
		AMO for Math	NA	NA		NA	NA	
3B	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05 COMAR 13A.03.06.05	Math	≥ 95.00%	100%	Target met, no further action required.	NA	NA	
		Reading	≥ 95.00%	100%	Target met, no further action required.			

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FFY 2017 (SFY 2018) Part B Indicators									
SPP/APR Indicators <div>Results Indicator</div> <div>Compliance Indicator</div>			FFY 2017			Action Required	Previous Results		
			State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	≥18.58%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
			Reading	≥21.33%	NA	NA		NA	NA
		4	Mathematics	≥18.23%	NA	NA		NA	NA
			Reading	≥23.83%	NA	NA		NA	NA
		5	Mathematics	≥20.93%	NA	NA		NA	NA
			Reading	≥26.33%	NA	NA		NA	NA
		6	Mathematics	≥22.63%	NA	NA		NA	NA
			Reading	≥28.83%	NA	NA		NA	NA
		7	Mathematics	≥24.33%	NA	NA		NA	NA
			Reading	≥31.33%	NA	NA		NA	NA
		8	Mathematics	≥26.03%	NA	NA		NA	NA
			Reading	≥33.83%	NA	NA		NA	NA
	HS	Mathematics	≥56.09%	NA	NA	NA		NA	
		Reading	≥50.53%	NA	NA	NA		NA	
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators  Results Indicator  Compliance Indicator		FFY 2017			Action Required	Previous Results	
		State Target	Local Results¹	Target Met		FFY 2016	FFY 2015
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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	---*---	0.00
	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 --*-- No suspension of disabled or nondisabled students COMAR 13A.08.03.03	≤ 2.00	*	Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.39	3.16

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FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 70.40%	92.06%	Met	Target met, no further action required.	95.74%	NA
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.26%	1.59%	Met	Target met, no further action required.	2.13%	NA
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	\leq 5.69%	0.00%	Met	Target met, no further action required.	0.00%	NA
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.90%	NA	NA	Not applicable.	NA	NA
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.10%	NA	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	\geq 68.53%	NA	NA	Not applicable.	NA	NA
	1. Exits with substantial growth 2. Exits within age expectations COMAR 13A.13.01.09	\geq 52.75%	NA	NA	Not applicable.	NA	NA

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #FFD700; margin-right: 5px;"></div> Results Indicator <div style="width: 15px; height: 15px; background-color: #ADD8E6; margin-left: 10px; margin-right: 5px;"></div> Compliance Indicator </div>		FFY 2017			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth ≥72.12%	NA	NA	Not applicable	NA	NA
	COMAR 13A.13.01.09	2. Exits within age expectations ≥50.87%	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 ≥71.40%	NA	NA	Not applicable	NA	NA
	COMAR 13A.13.01.09	2. Exits within age expectations ≥59.23%	NA	NA	Not applicable	NA	NA
8	Parent Survey	Age 3-5 ≥83.00%	NA	NA	Not applicable.	NA	NA
		Age 6-21 ≥70.00%	No data	NA	No Data.	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 ≥26.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS ≥52.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS ≥58.00%	NA	NA	No further action required.	NA	NA

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FFY 2017 (SFY 2018) Part B Indicators								
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	American Indian/Alaska Native	< 2.00	--	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required. Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively. PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	---	0.00
		Asian	< 2.00	--	Met		---	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Black/African American	< 2.00	--	Met		1.50	0.55
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		---	0.00
	* Cell size < 5 or N size is < 20	White	< 2.00	--	Met		0.00	2.69
	--*-- No suspension of disabled or nondisabled students	2 or more races	< 2.00	--	Met		---	0.00
		Hispanic/Latino	< 2.00	--	Met		0.00	0.91
COMAR 13A.08.01.21								

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FFY 2017 (SFY 2018) Part B Indicators

SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
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><input type="checkbox"/> Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20</p> <p>* Cell size < 5 or N size is < 20</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	< 2.00	--	Met	<p>Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.</p> <p>Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.</p> <p>PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.</p>	0.00	0.00
		Asian	< 2.00	--	Met		0.00	0.00
		Black/African American	< 2.00	--	Met		0.37	0.55
		Native Hawaiian/Pacific Islander	< 2.00	--	Met		0.00	0.00
		White	< 2.00	--	Met		6.40	2.69*
		2 or more races	< 2.00	--	Met		0.00	0.00
		Hispanic/Latino	< 2.00	--	Met		0.20	NA

¹ Local results are based on current data unless otherwise indicated.
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FFY 2017 ¹ (SFY 2018) Part B Indicators									
SPP/APR Indicators			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	
 Compliance Indicator									
10	FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification	American Indian/Alaska Native	---	---	---	---	---	---	Disproportionality for Black/African American students with 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	---	---	---	---	---		
		Black/African American	---	2.48	3.84	---	2.22		
		Native Hawaiian/Pacific Islander	---	---	---	---	---		
		White	---	---	---	---	---		
		2 or more races	---	---	---	---	---		
	 Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or N size is < 20	Hispanic/Latino	---	---	---	---	---	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	
COMAR 13A.08.01.21		PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.							

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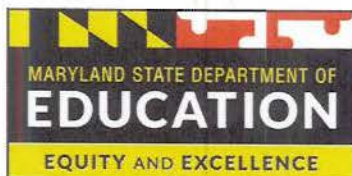
FFY 2017 (SFY 2018) Part B Indicators							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	Not applicable.	NA	NA
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	NA	NA	Not applicable.	100%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 2015
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	0	NA
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	NA
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	0 violations were corrected untimely and 1 is not due yet.	NA	NA
	Number of due process hearings filed	NA	1	NA	No further action required.	0	NA
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	NA
	National Assessment of Educational Progress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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

May 1, 2019

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

Dear Ms. Richardson:

Congratulations!

Patricia

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2017 Part B determinations, the SEED School has achieved the determination status of **"Meets Requirements."**

Attached please find supporting documents:

1. *FFY 2017 Determination Overview* (identifies the Part B Indicators used to assign a FFY 2017 local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2017 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
3. *FFY 2017 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21).
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LSSs).

The MSDE, DEI/SES is committed to maintaining a balanced focus on results and compliance to narrow the school readiness and achievement gaps. Please note the FFY 2018 determination status for each local school system will reflect the July 1, 2018 revision to Code of Maryland Regulations (COMAR) regarding the identification of significant disproportionality. Maryland's revised definition of significant disproportionality, as required by the Individuals with Disabilities Education Act (IDEA), includes the three to five years of age population. Beginning in FFY 2016, the DEI/SES has provided guidance, technical assistance, and professional learning opportunities to support local school systems in the implementation of revised data collection processes and review of local policies, procedures, and practices. Disproportionality Indicators were not used in the FFY 2017 determination criteria due to new methodology, but data capturing suspension/expulsion (in and out of

Ms. Patricia Richardson
May 1, 2019
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school), identification by race/ethnicity, and identification by race/ethnicity and disability will be used for the FFY 2018 local determination status.

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 has been assigned the "Universal" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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

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

Sincerely,



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

MEF/BMM/cc

Attachments

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