

#### 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

Dear Dr. Cox:

Congratulations)

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:

- 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).
- 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 & Trancykowski

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** 

			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indicate	ors		FFY 2017 Local				s Results
Re		Compliance Indicator State Target F			Target Met	Action Required	FFY 2016	FFY 2015
ī	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  Students with IEPs dropping out (ESSA Option 2		≥ 68.14%	72.31%	Met	Target met, no further action required.	75.64%	78.67%
2	Students with IEPs dropping leaver rate based on lag data COMAR 13A.08.01.07		≤ 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%
	State Assessment: AMO for disability subgroup in the LEA	IO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	IO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	th	≥ 95,00%	98.60%	Met	Target met, no further action required.	98.09%	
3B	COMAR 13A.05.11.05					Target met, no further action required.		
	COMAR Rea 13A.03.06.05	ding	≥ 95.00%	98.70%	Met		99.04%	99.67%

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				FFY:	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato			FFY 2017			Previous Results	
Re	The second second		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥18.58%	19.05%	Met	Target met in math for the 3 <sup>rd</sup> grade and reading and math for the 4 <sup>th</sup> grade.	31.40%	22.06%
	children with IEPs against grade level, modified and		Reading	≥21.33%	19.84%	Not Met	Target not met in reading in 3 <sup>rd</sup> grade, for reading	25.62%	17.65%
	alternate academic achievement	4	Mathematics	≥18.23%	33.33%	Met	and for high school. Submit an Improvement Plan	FFY 2016  31.40%  25.62%  14.06%  17.97%  12.10%  11.29%  16.50%  8.74%  10.99%  8.79%  8.26%  8.26%	16.79%
	standards	4	Reading	≥23.83%	28.46%	Met	the root causes and evidence based practices improve student results.	17.97%	17.56%
		5	Mathematics	≥20.93%	15.24%	Not Met		h grade, ment Plan r; identify ces 17.97% 17.56% 12.10% 20.93% 11.29% 17.83% 16.50% 9.35% 8.74% 5.61%	
		3	Reading	≥26.33%	15.24%	Not Met	a a	11.29%	17.83%
3C		6	Mathematics	≥22.63%	13.33%	Not Met		16.50%	9.35%
		0	Reading	≥28.83%	12.38%	Not Met		and reading 31.40% 22.0 le, for reading the 8th grade, rovement Plan letter; identify practices 17.97% 17.5 12.10% 20.9 11.29% 17.8 16.50% 9.35 8.74% 5.61 10.99% 12.6 8.79% 10.99 8.26% 7.95 21.79% 31.6	5.61%
		7	Mathematics	≥24.33%	10.59%	Not Met			12.61%
		,	Reading	≥31.33%	15.12%	Not Met	Action Required  Target met in math for the 3 <sup>rd</sup> grade and reading and math for the 4 <sup>th</sup> grade.  Target not met in reading in 3 <sup>rd</sup> 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.  12.10  11.29  16.50  8.749  10.99  8.269  8.269	8.79%	10.92%
		8	Mathematics	≥26.03%	11.11%	Not Met		8.26%	13.64%
	COMAR	6	Reading	≥33.83%	9.88%	Not Met		8.26%	7.95%
	13A.05.11.05 COMAR 13A.03.06.05 HS	AR	Mathematics	≥56.09%	13.04%	Not Met		21.79%	31.67%
		110	Reading	≥50.53%	13.89%	Not Met		10.13%	31.15%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Allegany County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Allegany County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

		FFY 2	2017 (SFY 20	)18) Part B	Indicators		
	SPP/APR Indicators		FFY 2017			Previous Results	
Re	sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	1.13	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.	1.44	2.43
4A	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				*, **		

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	TO A SELECTION OF THE		PROPERTY.	FFY 2017			Previous Results	
Re	SPP/APR Indicator Com	ators pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	85.92%	Met	Target met, no further action required.	86.04%	86.80%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)  COMAR 13A.05.01.10		≤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		≤ 5.69%	5.23%	Met	Target met, no further action required.	5.97%	5.71%
6A	Students aged 3-5 LRE: Se childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	87.06%	Met	Target met, no further action required.	84.46%	83.06%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	2.35%	Met	Target met, no further action required.	8.79%	2.42%
7.4		1. Exits with substantial growth	≥68.53%	59.70% .	NA	New Baselines and Targets for FFY 2017. No action required.	42.11%	70.59%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	40.38%	NA	New Baselines and Targets for FFY 2017. No action required.	39.13%	42.11%

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#### Allegany County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

	17 Con 17 - 17 - 17 18 18		FFY 2	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indica	Section 1		FFY 2017		<b>《新夏图》</b> 第二条 新亚洲 医黄色 人名英格兰	Previous Results	
Re	The second secon	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	63.83%	NA	New Baselines and Targets for FFY 2017. No action required.	57.89%	76.47%
7B	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	40.38%	NA	New Baselines and Targets for FFY 2017. No action required.	34.78%	57.89%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	59.57%	NA	New Baselines and Targets for FFY 2017. No action required.	45.00%	50.00%
7C	meet their needs.  COMAR 13A.13.01.09	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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were: COMAR 13A.08.01.07	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%
	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%	90.77%	Met	Target met, no further action required.	94.44%	60.24%

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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2017		Action Required	Previous Results	
Results	Indicator Comp	pliance Indicator	Indicator State Target		Target Met		FFY 2016	FFY 2015
	Discrepancy ( $\geq 2.0$ ) in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	Asian	< 2.00		Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.00	0.00
		Black/African American	< 2.00		Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	6.34*	0.00
4B (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
0-21)		White	< 2.00	0.40	Met		1.40	2.40*
		2 or more races	< 2.00		Met		0.00	5.41*
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00		Met		0.00	0.00

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#### **Allegany County** Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

15 755		the state of the state of	FFY	2017 (SFY 20	)18) Part B	Indicators		
	SPP/APR Indicate	ors		FFY 2017		Action Required	Previou	s Results
Results	s Indicator Comp	oliance Indicator	State Target	The second second	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	-	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	0.42	0.85
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.61	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.59	0.74
	inappropriate identification	Black/African American	< 2.00	0.84	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.98	0.94
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	2.26*	1.69
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	1.12	Met		1.19	1.16
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.95	Met		1.13	1.11
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.98	Met		0.83	0.91

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Division of Early Intervention and Special Education Services

	TO THE PLANT OF	A STATE OF THE OWNER.			FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							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
	(≥2.0) in disability categories by race	Asian				2 <del>-2</del> .			causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	-	1.04		0.55	0.73		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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander		***	**	-			PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.94	1.23	0.38	1.31	1.02	1.12	
	* Cell size < 5 or N size is < 20	2 or more races		0.69	2.85	0.99	1.19	0.97	
	COMAR 13A.08.01.21	Hispanic/Latino		1.10					

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	SPP/APR Indicators		FFY 2017		Action Required	Previous Result	
Result	s Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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%
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday				Target met. No further action required.		
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met		100%	100%
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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	O	her Data	Consider	ations		
SPP/APR Indicators	A PARTY	FFY 2017		Action Required	Previous Resul	
Results Indicator Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 201
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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May 1, 2019

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

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Sincerely,

arcella E. Francykowski Marcella E. Franczkowski, M.S. Assistant State Superintendent

Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

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

			FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Ind	licators		FFY 2017		THE DESCRIPTION OF THE PARTY OF	Previou	s Results
Re	The state of the s	ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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  Students with IEPs dropping out (ESSA Option 2		≥ 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 drop leaver rate based on lag 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	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%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	5.11.05 AR Reading		98.60%	Met	Target met, no further action required.	98.15%	98.28%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 2	018) Part B	Indicators		
SPP/APR Ir	dicata			FFY 2017		A PARTY OF THE PARTY OF THE	Previous Results	
The state of the s		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	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.	18.89%	17.96%
children with IEPs against grade level, modified and	3	Reading	≥21.33%	10.05%	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.	17.91%	18.489
alternate academic achievement	4	Mathematics	≥18.23%	13.27%	Not Met	evidence based practices improve student results.	12.38%	12.699
standards	4	Reading	≥23.83%	10.34%	Not Met	12.38%  12.38%  12.24%  10.32%  11.00%	13.929	
	5	Mathematics	≥20.93%	7.43%	Not Met		18.89% 17.96%  18.89% 17.96%  18.48% 17.96%  18.48% 12.38% 12.69%  10.32% 13.49%  11.00% 12.44%	
	3	Reading	≥26.33%	6.54%	Not Met		11.00%	12.44
2	6	Mathematics	≥22.63%	6.64%	Not Met		9.60%	7.94%
	0	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%
COMAR 13A.05.11.05		Reading	≥33.83%	7.26%	Not Met		6.49%	5.03%
COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	3.15%	Not Met		32.93%	49.50
- 4	1.0	Reading	≥50.53%	5.07%	Not Met		12.32%	38.629

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		FFY 2	2017 (SFY 2	018) Part B	Indicators		
443	SPP/APR Indicators	10000	FFY 2017		TELL STEELS TO THE SEVEN	Previou	s Results
R	esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2015	FFY 2014
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	2.31	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.	2.62	1.19*
	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	1.91	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.	1.46	1.22*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)  COMAR 13A.05.01.10	≥70.40%	72.87%	Met	Target met, no further action required.	73.48%	74.03%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	600/400	111111111111111111111111111111111111111	all of the	2017 (SFY 20 FFY 2017			Previou	s Results
Re	SPP/APR Indicator Com		State Target	Local Results <sup>1</sup>	All Allenders and the second and the		FFY 2015	FFY 2014
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A,05.01.10	LRE is ≤ 40% of the	≤11.26%	10.54%	Met	Target met, no further action required.	10.23%	10.64%
5C	Students aged 6-21 whose public/private day and resi home and hospital facilitie COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 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: Se childhood setting the majo 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: Se COMAR 13A.05.01.10	eparate School or Class	≤ 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%
	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.53%	61.03%	NA	New Baselines and Targets for FFY 2017. No action required.	60.16%	60.85%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	59.81%	NA	New Baselines and Targets for FFY 2017. No action required.	55.88%	61.03%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY.	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indic	atore		FFY 2017			Previou	s Results
Re		npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	55.22%	NA	New Baselines and Targets for FFY 2017. No action required.	50.78%	62.69%
/ <b>D</b>	and skills  COMAR 13A.13.01.09	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	1. Exits with substantial growth	≥71.40%	74.82%	NA	New Baselines and Targets for FFY 2017. No action required.	65.63%	64.17%
/0	meet their needs.  COMAR 13A.13.01.09	2. Exits within age New Baselines and Targets for FFY 2017. No	62.35%	64.17%				
0	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%
8		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.	50.78% 50.00% 65.63% 62.35%	41.00%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were: COMAR 13A.08.01.07	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%
	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%	79.49%	Met	Target met, no further action required	73.11%	68.69%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY:	2017 (SFY 20	018) Part B			
T	SPP/APR Indicato			FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met		0.00	0.00
	Discrepancy exists in the category Cell size $\geq 5$ N-size is $\geq 20$	Black/African American	< 2.00	4.64	Not Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	5.50	3.17
4B (Ages		Native Hawaiian/Pacific Islander	< 2.00		Met	N-sizes are 5 and 20, respectively.	0.00	0.00
6-21)	* Cell size < 5 or N size is < 20	White	< 2.00	0.28	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.76	0.32
	* No suspension of disabled or	2 or more races	< 2.00		Met		3.01*	2.17*
	nondisabled students	Hispanic/Latino	< 2.00	0.67	Met		0.46	0.33
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	CDD/ADD Indiante		FFY	2017 (SFY 20	18) Part B		Description	. Danislan
Results	SPP/APR Indicator Comp	ors pliance Indicator	State Target	FFY 2017 Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	s Results FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.20	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.24	1.09
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.56	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.48	0.42
	inappropriate identification	Black/African American	< 2.00	1.44	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.56	1.87
9 (Ages	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	1.12	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.73	1.03
6-21)	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.94	Met		0.86	0.83
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.83	Met		0.79	0.78
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.79	Met		0.76	0.78

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	THE PERSON NAMED IN	THE PARTY OF		F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Indicators  Compliance Indicator  FFY 2016 results: American Indian/Alaska		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation			1.53					Disproportionality for Black/African American students with Emotional Disabilities and Native Hawaiian/Pacific Islander students with Autism was identified. Submit an Improvement
	(≥ 2.0) in disability categories by race	Asian	0.93	0.36		0.71	0.19	1.05	Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	1.95	1.71	2.17	0.71	1.76	1.36	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander		-		1.62	<del>9H</del>	2.23	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.79	0.70	0.85	1.46	0.91	0.98	
	* Cell size < 5 or N size is < 20	2 or more races	0.40	0.82	0.94	0.80	0.91	0.94	
	COMAR 13A.08.01.21	Hispanic/Latino	0.72	1.17	0.34	0.85	0.63	0.62	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Resul	ts Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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%	98.12%	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.  Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	98.31%	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%	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.  Subsequent data demonstrated that the noncompliance identified in FFY 2016 was corrected within one year of the written finding.	99.10%	100%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			Other D	ata Cons	iderations		
	SPP/APR Indicators	201.15	FFY 2017		Action Required	Previous	Results
Results I	ndicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 201
	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.	l	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Anne Arundel County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services



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:

- 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 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 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. Tranczkowski 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** 

			FFY :	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indica	tors	1000	FFY 2017 <sup>1</sup>			Previou	s Results
Re		pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs graduat diploma - 4 year cohort (ES 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 droppin leaver rate based on lag dat 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%
	State Assessment: AMO for disability subgroup in the LEA	MO for Reading	NA	NA	NA	Waived by U.S. Department of Education Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	MO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	ath	≥ 95.00%	98.00%	Met	Target met, no further action required.	98.40%	B ZALISH KALISH KALISH
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	3A.05.11.05 COMAR Reading		98.50%	Met	Target met, no further action required.	97.70%	96.88%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Baltimore County Annual Data FFY 2017

Maryland State Department of Education

Division of Early Intervention and Special Education Services

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	SPP/APR In	dicato			FFY 2017 <sup>1</sup>		CONTRACTOR STATEMENT CONTRACTOR	Previou	s Results
Re			nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	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.	16.21%	16.46%
	children with IEPs against grade level, modified and	3	Reading	≥21.33%	11.07%	Not Met		12.02%	11.95%
	alternate academic achievement	4	Mathematics	≥18.23%	9.30%	Not Met	evidence based practices improve student results.	8.84%	9.13%
	standards	4	Reading	≥23.83%	9.61%	Not Met		9.15%	9.22%
	_	5	Mathematics	≥20.93%	8.30%	Not Met		7.73%	7.42%
		3	Reading	≥26.33%	7.14%	Not Met		6.65%	6.41%
3C		6	Mathematics	≥22.63%	4.54%	Not Met		4.15%	4.39%
		U	Reading	≥28.83%	4.07%	Not Met		2016 16.21% 12.02% 8.84% 9.15% 7.73% 6.65% 4.15% 3.66% 4.91% 6.84% 7.01% 4.63% 23.87%	3.94%
		7	Mathematics	≥24.33%	6.41%	Not Met		4.91%	6.06%
	- , <u> </u>		Reading	≥31.33%	6.47%	Not Met		6.84%	6.50%
		8	Mathematics	≥26.03%	6.00%	Not Met		7.01%	5.41%
	COMAR 13A.05.11.05		Reading	≥33.83%	4.31%	Not Met		4.63%	5.10%
	COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	3.52%	Not Met		23.87%	38.99%
		110	Reading	≥50.53%	6.70%	Not Met		8.31%	31.27%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Baltimore County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

1200			FFY 2017	018) Part B		Previou	s Result
Results	SPP/APR Indicators Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
**-	ltiple suspensions ( > 10 days ): Disabled vs. disabled  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  MAR 13A.08.03.03	≤ 2.00	2.63	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.	2.65	2.0
*	gle suspensions (> 10 days): Disabled vs. disabled  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  MAR 13A.08.03.03	≤ 2.00	1.50	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.	1.34	2.20

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.

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			- Without a	2017 (SFY 20 FFY 2017		I STORESTON AND COMPANY OF THE PARTY OF THE	Previou	s Results
Re	SPP/APR Indicator Com	ators pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 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	COMAR 13A.05.01.10		≤ 11.26%	10.90%	Met	Target met, no further action required.	9.68%	9.27%
5C	Students aged 6-21 whose public/private day and resi home and hospital facilitie COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 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	COMAR 13A.05.01.16  Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day  COMAR 13A.05.01.10		≥ 64.90%	77.18%	Met	Target met, no further action required.	74.20%	75.08%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 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	1. Exits with substantial growth	≥68.53%	61.41%	NA	New Baselines and Targets for FFY 2017. No action required.	61.21%	55.79%
/A	COMAR 13A.13.01.09	A.13.01.09 2. Exits within age expectations		45.95%	NA	New Baselines and Targets for FFY 2017. No action required.	48.87%	53.51%

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<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.

			FFY	2017 (SFY 20	018) Part B	Indicators		
SPP/APR Indicators			FFY 2017 <sup>1</sup>			Previous Results		
Re	Results Indicator Compliance Indicator			Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	59.29%	NA	New Baselines and Targets for FFY 2017. No action required.	54.07%	54.48%
7B	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	43.78%	NA	New Baselines and Targets for FFY 2017. No action required.	37.44%	42.36%
	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%	52.94%	NA	New Baselines and Targets for FFY 2017. No action required.	54.33%	51.44%
7C		2. Exits within age expectations	≥59.23%	52.07%	NA	New Baselines and Targets for FFY 2017. No action required.	51.13%	51.24%
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%
0		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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14 c	left school, and were: COMAR 13A.08.01.07	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%
	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%	73.58%	Met	Target met, no further action required.	77.45%	62.89%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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NI NEW			FFY	2017 (SFY 20	018) Part B	Indicators	THE REAL PROPERTY.	VEL 3 13
	SPP/APR Indicate	ors		FFY 2017 <sup>1</sup>		Action Required	Previou	s Results
Results Indicator Compliance Indicator			State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met		0.00	0.81
	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	Black/African American	< 2.00	3.70	Not Met		3.93	3.46
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00	0.33	Met		0.92	0.92
		2 or more races	< 2.00	1.01	Met		2.67*	2.61
		Hispanic/Latino	< 2.00	> <b></b>			2.03*	0.00
					Met			
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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			FFY	2017 (SFY 20	18) Part B	Indicators		1000
SPP/APR Indicators			FFY 2017 <sup>1</sup>		Action Required	Previous Results		
Results	s Indicator Com	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.19	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.03	1.11
9 (Ages	ages 6-21 special education of racial groups as a result of inappropriate identification  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20  COMAR 13A.08.01.21	Asian	< 2.00	0.51	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.	0.43	0.42
		Black/African American	< 2.00	1.28	Met		1.28	1.31
		Native Hawaiian/Pacific Islander	< 2.00	0.58	Met		0.70	0.69
6-21)		White	< 2.00	0.98	Met		1.02	0.99
		2 or more races	< 2.00	0.99	Met		0.98	1.00
		Hispanic/Latino	< 2.00	0.76	Met		0.78	0.79

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Baltimore County Annual Data FFY 2017
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	100	La Lange Con			FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indi	cators	Charles of the Control of Charles of the Control of Charles of Cha
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		1.46	-	1.69	1.01		No <b>Disproportionality</b> was identified. No further actions are required at this time.
	(≥2.0) in disability categories by race	Asian	0.75	0.26		0.57	0.23	0.95	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.
	as a result of inappropriate identification	Black/African American	1.70	1.59	1.64	0.66	1.57	1.04	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander					-	7.7	
	Cell size ≥ 5 N-size is ≥ 20	White	0.71	0.80	1.03	1.72	0.93	1.11	
	* Cell size < 5 or N size is < 20	2 or more races	0.71	0.82	1.23	1.11	1.14	1.11	
	COMAR 13A.08.01.21	Hispanic/Latino	0.76	0.95	0.27	0.82	0.52	0.64	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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	CD2/102 / U	FFY Z	World Committee of the	18) Part B I			
SPP/APR Indicators  Results Indicator Compliance Indicator		FFY 2017			Action Required	Previous Results	
		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 1year 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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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Other Data Considerations									
SPP/APR Indicators		FFY 2017 <sup>1</sup>		Action Required	Previous Result				
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. I 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			

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Baltimore 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. Daniel D. Curry Superintendent Calvert County Public Schools 1305 Dares Beach Road Prince Frederick, Maryland 20678

Dear Dr. Curry:

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

propatulations

Attached please find supporting documents:

- 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
- 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).
- 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. Tranczkowski, 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** 

me di			FFY:	2017 (SFY 20	018) Part E	3 Indicators	The same of the sa	
	SDD/ADD Ind	icators		FFY 2017		THE REPORT OF THE PARTY OF THE PARTY.	Previous Results	
Re		SPP/APR Indicators  Its Indicator Compliance Indicator  State Local Target Action Required  Target Results¹ Met		Action Required	FFY 2016	FFY 2015		
1	Students with IEPs grad diploma - 4 year cohort 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	uating with a regular (ESSA lag data based on	≥ 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%
	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
3.A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	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%	
3В	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading		98.60%	Met	Target met, no further action required.	99.11%	98.79%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

				FFY	2017 (SFY 2	018) Part E	Indicators	TO CAMERA	
SPD	/APR Ind	licator		BESS	FFY 2017	Bankara	<b>以下不管的特殊的公司的</b>	Previou	s Results
Results Indicator	Co		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessm Proficiency rat	te for	3	Mathematics	≥18.58%	19.05%	Met	Target met in math for the 3 <sup>rd</sup> grade.	23.64%	18.569
children with I against grade I modified and		3	Reading	≥21.33%	12.38%	Not Met	Target not met in reading for 3 <sup>rd</sup> grade, for reading and math for the 4th grade through the 8th grade,	13.64%	9.28%
alternate acade	emic	4	Mathematics	≥18.23%	10.62%	Not Met	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	17.71%	13.019
standards	The state of the s	4	Reading	≥23.83%	7.14%	Not Met	improve student results.	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
c	6	6	Mathematics	≥22.63%	11.30%	Not Met		7.89%	3.20%
		6	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	e e	4.81%	4.26%
COMAR 13A.05.11.05		U	Reading	≥33.83%	6.45%	Not Met		3.81%	4.12%
COMAR	COMAR	MAR	Mathematics	≥56.09%	5.77%	Not Met		44.59%	60.71
1571.05.00.05		110	Reading	≥50.53%	16.67%	Not Met		14.29%	44.44

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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	FFY	2017 (SFY 20	)18) Part B	Indicators		
SPP/APR Indicators		FFY 2017			Previous Results	
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
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.	1.29	1.10
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.	*_	0.00
COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indic	ators		FFY 2017			Previou	s Results
R	The state of the s	npliance Indicator	State Target			Action Required	FFY 2016	FFY 2015
5.A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10		≥ 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 day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 11.26%	9.47%	Met	Target met, no further action required.	10.60%	9.52%
5C	Students aged 6-21 whose public/private day and res home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	idential facilities and	≤ 5.69%	4.69%	Met	Target met, no further action required.	4.83%	5,42%
6A	Students aged 3-5 LRE: Schildhood setting the major		≥ 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: So COMAR 13A.05.01.10	eparate School or Class	≤ 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%
7.4	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	71.43%	NA	New Baselines and Targets for FFY 2017. No action required.	76.92%	80.95%
7A	skills  2. Exits within age expectations		≥52.75%	64.10%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	55.56%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2017
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		ACADE ALEXANDE	FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indic			FFY 2017		· · · · · · · · · · · · · · · · · · ·	Previous Results	
Re		ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	72.00%	NA	New Baselines and Targets for FFY 2017. No action required.	79.31%	56.52%
7B	and skills  COMAR 13A.13.01.09	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	1. Exits with substantial growth	≥71.40%	80.28%	NA	New Baselines and Targets for FFY 2017. No action required.	85.71%	76.00%
/C	meet their needs.  COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	64.10%	NA	New Baselines and Targets for FFY 2017. No action required.	59.32%	55.56%
ie Y		Age 3-5	≥84.00%	87.00%	Met	Target met, no further action required.	86.00%	44.00%
8	Parent Survey	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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were: COMAR 13A.08.01.07	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%
	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%	74.36%	Met	Target met, no further action required.	Small cell Size	73.08%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Calvert County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

	SPP/APR Indicato	ors		2017 (SFY 20 FFY 2017	,10) Fait D	Action Required	Previou	s Results
Results		oliance Indicator	nce Indicator State Target		Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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
		Black/African American	< 2.00		Met		0.00	5.12
		Native Hawaiian/Pacific Islander	< 2.00	-	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
4B (Ages 6-21)		White	< 2.00		Met		0.00	0.00
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	0.00
	nondisabled students	Hispanic/Latino	< 2.00				23.97*	0.00
					Met			
	COMAR 13A.08.01.21							

			FFY:	2017 (SFY 20	18) Part B	Indicators		الروا
<b>/</b>	SPP/APR Indicate			FFY 2017		Action Required	Previous Resul	
Results	Indicator Comp	oliance Indicator		Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.61	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	2.26*	2.51
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.40	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.	0.51	0.46
		Black/African American	< 2.00	1.60	Met		1.69	1.67
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met		0.63	0.54
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.79	Met		0.73	0.73
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.92	Met		0.89	0.82
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.04	Met		0.80	0.89

		AND STREET	TO BE SHIP	A STATE OF	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Indicators  Compliance Indicator  FFY 2016 results: American		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	Disproportionate representation	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.
	(≥2.0) in disability categories by race	Asian		т.	<b>75</b> .7				Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	1.83	2.38	1.96	1.05	1.68	1.46	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.65	0.62	0.83	1.02	0.87	0.72	
	* Cell size < 5 or N size is < 20	2 or more races		0.74		1.02	1.18	1.05	
	COMAR 13A.08.01.21	Hispanic/Latino		1.17		0.90	0.41	1.32	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators	Maria Para	FFY 2017	18) Part B I	Action Required	Previous Results	
Result	s Indicator Compliance Indicator	State Target	Local Results	Target Met	Action requires	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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	O	ther Data (	Considera	ations		
SPP/APR Indicators		FFY 2017		Action Required	Previous Resu	
Results Indicator Compliance Indicator	State Target				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	I 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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Calvert 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. Patricia W. Saelens Superintendent Caroline County Public Schools 204 Franklin Street Denton, Maryland 21629



Dear Dr. Saelens:

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

#### Attached please find supporting documents:

- 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).
- 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 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 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 evidencebased 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.

arcella E. Francykowski E. Franczkowski MS Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

Karen B. Salmon, Ph.D. c:

Carol A. Williamson, Ed.D. Elizabeth Anthony

**Branch Chiefs** 

Notice of Performance for the Period July 1, 2017 – June 30, 2018

			FFY :	2017 (SFY 2	018) Part B	Indicators		CONTROL OF STREET
	CDD/ADD III	ti.		FFY 2017 <sup>1</sup>			Previou	s Results
Re	SPP/APR Inc esults Indicator C	ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs gra diploma - 4 year cohor 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05  AMO for Math		NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA		≥ 95.00%	99.30%	Met	Target met, no further action required.	99.30%	00.210/
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	A.05.11.05 OMAR Reading		99.30%	Met	Target met, no further action required.	99.55%	98.31%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	12 (Sull 20 1 2	W. C.	O Livery Car	FFY	2017 (SFY 2	018) Part B	Indicators	VE 30 18	HE WILL
	SPP/APR In	dicator	THE PARTY OF THE P	THE REAL PROPERTY.	FFY 2017 <sup>1</sup>			Previous Results	
Re	The second secon		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥18.58%	11.90%	Not Met	Target met in math for the 4 <sup>th</sup> grade.	21.43%	15.69%
	children with IEPs against grade level, modified and	3	Reading	≥21.33%	16.67%	Not Met	Target not met in reading in 4 <sup>th</sup> grade, for reading and math for the 3 <sup>rd</sup> 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%
	alternate academic achievement		Mathematics	≥18.23%	19.15%	Met		15.09%	17.07%
	standards	4	Reading	≥23.83%	12.77%	Not Met		9.62%	12.00%
	-	Mathematics     ≥20.93%     12.50%     Not Met       Reading     ≥26.33%     8.33%     Not Met	14.71%	12.00%					
			Reading	≥26.33%	8.33%	Not Met		8.82%	11.54%
3C		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%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	0	Reading	≥33.83%	8.00%	Not Met		6.45%	50.00%
		HS	Mathematics	≥56.09%	11.11%	Not Met		41.18%	30.00%
		пз	Reading	≥50.53%	16.67%	Not Met	Ÿ .	0.00%	15.69%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Caroline County

#### Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 - June 30, 2018

		FFY 2	2017 (SFY 20	018) Part B	Indicators		
	500 (400 ) - 11		FFY 2017 <sup>1</sup>			Previou	s Results
Re	SPP/APR Indicators esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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.	*_	*
5A	COMAR 13A.08.03.03  Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)  COMAR 13A.05.01.10	≥ 70.40%	78.37%	Met	Target met, no further action required.	78.78%	83.24%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Caroline County

#### **Annual Data on SPP/APR Part B Indicators**

Notice of Performance for the Period July 1, 2017 - June 30, 2018

			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	CDD/ADD L-J'			FFY 2017 <sup>1</sup>			Previous	s Results
Re	SPP/APR Indicator Com	ators pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq$ 40% of the	≤ 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 public/private day and resi home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	idential facilities and	≤ 5.69%	1.98%	Met	Target met, no further action required.	2.36%	1.54%
6A	Students aged 3-5 LRE: So childhood setting the major 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: So COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	1.32%	Met	Target met, no further action required.	1.33%	0.00%
	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.53%	70.00%	NA	New Baselines and Targets for FFY 2017. No action required.	36.36%	73.73%
7A	COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	70.83%	88.57%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Caroline County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 - June 30, 2018

			FFY:	2017 (SFY 20	18) Part B	Indicators		
450.0	000/4004 //			FFY 2017 <sup>1</sup>		THE RESERVE OF THE PARTY OF THE PARTY.	Previous	Results
Re	SPP/APR Indicator Com	ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	80.95%	NA	New Baselines and Targets for FFY 2017. No action required.	64.71%	88.57%
7B	and skills 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%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	85.00%
7C	meet their needs.  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%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicato	rs		2017 (SFY 20 FFY 2017 <sup>1</sup>		Action Required	Previous	s Results
Results	The same of the sa	liance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy ( $\geq 2.0$ ) in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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
		Black/African American	< 2.00		Met		0.00	0.00
		Native Hawaiian/Pacific Islander	< 2.00	12	Met		*	*_
4B (Ages 6-21)		White	< 2.00		Met		0.00	0.00
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	0.00
	nondisabled students	Hispanic/Latino	< 2.00				0.00	0.00
		=			Met			
	COMAR 13A.08.01.21		46					

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate	ors	1	FFY 2017 <sup>1</sup>	1	Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.65	3.60*
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	-	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.51	0.93
	inappropriate identification	Black/African American	< 2.00	1.22	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.41	1.35
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.51	0.99
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	1.19	Met		1.06	0.99
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.30	Met		1.08	0.99
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.40	Met		0.49	0.49

Local results are based on current data unless otherwise indicated.
 Caroline County Annual Data FFY 2017
 Maryland State Department of Education
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#### Caroline County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

1000			1387		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							Disproportionality for Black/African American students with Intellectual Disabilities and Multi-Race students with Other Health Impairments was identified. Submit an Improvement
	representation ( ≥ 2.0) in disability categories by race as a result of inappropriate identification	Asian		-	-		-	==	Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Black/African American	2.95	1.14	1.09	1.13	1.12	0.96	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander			44				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.78	1.41	1.31	1.35	0.94	1.37	
	* Cell size < 5 or N size is <	2 or more races		0.82		1.18	2.29		
	20 COMAR 13A.08.01.21	Hispanic/Latino	<del></del>	0.36	44 <del>28</del>	0.33	0.46		•

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017		Action Required	Previou	Results
Result	s 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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Caroline County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

SI	PP/APR Indicators	O.	her Data ( FFY 2017 <sup>1</sup>	Consider	Action Required	Previous	Results
Results Indica		State Target	Local Results	Target Met	Action required	FFY 2016	FFY 2015
(Spe with Indic	ely correction of noncompliance ocific actions required are embedded in each Results and Compliance cator and used to establish local rmination status)	100%	100%	Met	Target met. No further action required.	100%	100%
accu em be Com	e reported data are timely and arate. (Specific actions required are edded within each Results and apliance Indicator and used to blish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
Num	nber of State complaints filed	NA	0	NA	No further action required.	1	NA
	nber of State complaints identified violation(s)	NA	NA	NA	No further action required.	1	NA
	nber of State findings from State plaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	NA
Num	nber of due process hearings filed	NA	0	NA	No further action required.	0	NA
Num	nber of due process hearings tified with violations	NA	NA	NA	No further action required.	0	NA
	al Accountability: Number of ings identified	NA	0	NA	No further action required.	0	NA
PARTICIPAL PROPERTY.	onal Assessment of Educational gress.(NAEP)	NA	NA	NA	Not considered for 2017-2018 Local Determination Status. (See attachment for Statewide Data).	NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Caroline 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. Steven A. Lockard Superintendent Carroll County Public Schools 125 North Court Street Westminster, MD 21157

Dear Dr. Lockard:

Congratulations

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:

- 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);
- FFY 2017 Local Determination Scoring Criteria (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
- 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).
- 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

			FFY	2017 (SFY 2	018) Part	B Indicators		
	SPP/APR Indi	cators	1 3 3 3 3	FFY 2017			Previous Resul	
Re		mpliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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  Students with IEPs dropping out (ESSA Option 2 laguer rate based on lag data for 2016 2017)		≥ 68.14%	79.17%	Met	Target met, no further action required.	79.56%	80.82%
2	Students with IEPs dropp leaver rate based on lag of COMAR 13A.08.01.07	oing out (ESSA Option 2 data for 2016-2017)	≤3.03%	≤3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	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%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	COMAR 3A.05.11.05 COMAR Reading		98.90%	Met	Target met, no further action required.	98.78%	99.23%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

				FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato			FFY 2017			Previou	s Results
Re			ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥18.58%	16.92%	Not Met	Target met in math for the 4 <sup>th</sup> grade.	25.00%	26.179
	children with IEPs against grade level, modified and	3	Reading	≥21.33%	11.70%	Not Met	Target not met in reading 4 <sup>th</sup> grade, for reading and math for the 3 <sup>rd</sup> grade, for reading and math for 5 <sup>th</sup> grade through the 8th grade, and for reading and math for high school. Submit an Improvement Plan within 30 days from the date of this letter;	14.63%	13.159
	alternate academic achievement	4	Mathematics	≥18.23%	19.20%	Met		19.41%	17.219
	standards	4	Reading	≥23.83%	11.65%	Not Met	identify the root causes and evidence based practices improve student results.	12.66%	13.559
		5	Mathematics	≥20.93%	16.67%	Not Met		18.60%	18.109
	4		Reading	≥26.33%	7.35%	Not Met		11.63%	7.83%
C		6	Mathematics	≥22.63%	10.26%	Not Met		9.40%	9.75%
		0	Reading	≥28.83%	11.68%	Not Met		8.09%	6.36%
		7	Mathematics	≥24.33%	15.27%	Not Met	9	2016       20         25.00%       26.         14.63%       13.         19.41%       17.         12.66%       13.         18.60%       18.         11.63%       7.8         9.40%       9.7         8.09%       6.3         9.91%       11.2         10.85%       10.1         14.59%       12.4         10.27%       7.0         46.98%       57.2	11.229
			Reading	≥31.33%	15.69%	Not Met			10.73%
		8	Mathematics	≥26.03%	10.95%	Not Met		14.59%	12.43%
	COMAR 13A.05.11.05	57	Reading	≥33.83%	10.95%	Not Met		10.27%	7.03%
	COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	10.46%	Not Met		46.98%	57.249
		***	Reading	≥50.53%	16.25%	Not Met	= (**)	19.73%	43.929

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Carroll County Annual Data FFY 2017
 Maryland State Department of Education
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CD	(and the little and t		FFY 2017			Previou	s Results
Results Indicato	P/APR Indicators or Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
nondisabled  Discrep Cell siz N-size  * Cell siz	is $\geq 20$ ze $< 5$ or N size is $< 20$ cension of disabled or nondisabled s	≤ 2.00	6.00	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	4.03*	3.05
nondisabled  Discrep Cell siz N-size i  * Cell siz	is $\geq 20$ we $< 5$ or N size is $< 20$ pension of disabled or nondisabled is	≤ 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.	4.02*	3.93*

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			FFY 2	2017 (SFY 2	018) Part B	Indicators		THE PARTY NAMED IN
	SPP/APR Indic	ators		FFY 2017			Previou	s Results
R	The second secon	npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	1.10	≥ 70.40%	76.23%	Met	Target met, no further action required.	76.79%	78.08%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 11.26%	9.34%	Met	Target met, no further action required.	7.45%	7.22%
5C	Students aged 6-21 whose public/private day and res home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	idential facilities and	≤ 5.69%	3.83%	Met	Target met, no further action required.	3.96%	4.14%
6A	Students aged 3-5 LRE: Schildhood setting the major		≥ 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: So COMAR 13A.05.01.10		≤ 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	1. Exits with substantial growth	≥68.53%	56.67%	NA	New Baselines and Targets for FFY 2017. No action required.	66.00%	88.11%
/ FX	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	35.39%	NA	New Baselines and Targets for FFY 2017. No action required.	67.71%	78.69%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY:	2017 (SFY 20	018) Part B	Indicators		ETT ET
	SDD/ADD India	ators		FFY 2017			Previou	s Results
R	SPP/APR Indicators  Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
70	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%
7B	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 da	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	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%
	left school, and were: 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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.

Carroll County Annual Data FFY 2017

Maryland State Department of Education

Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators		FFY 2017			Action Required	Previous Results		
Result	Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	(≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20  -* No suspension of disabled or nondisabled    Individual Nation   Nation	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
4B		Asian	< 2.00		Met		0.00	0.00
		Black/African American	< 2.00		Met		0.00	6.49*
		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00	0.40	Met		3.55*	3.41*
		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							

 <sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated.
 Carroll County Annual Data FFY 2017
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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicators			FFY 2017		Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	-	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.18	1.58
education of groups as a inappropriation identification.  Discrete exists categor Cell's N-size is N-size is COMAR	ages 6-21 special education of racial groups as a result of inappropriate identification  ☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00	0.69	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.	0.55	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
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.10	Met		0.93	0.89

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			17516		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	WHICH THE VALUE OF THE PARTY OF THE PARTY.
	SPP/APR Indi		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	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.
		Asian		0.30		0.72	0.53	0.65	Identify the root causes and evidence-based practices targeted to improve student results.
		Black/African American	3.18	1.51	1.37	0.59	1.81	0.93	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.67	0.80	1.15	1.03	0.82	1.17	
	* Cell size < 5 or N size is < 20	2 or more races		1.38	0.85	1.05	1.55	1.06	
	COMAR 13A.08.01.21	Hispanic/Latino	1.15	1.40	0.81	1.33	1.00	0.72	

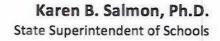
<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

SPP/APR Indicators  Results Indicator Compliance Indicator		FFY 2017			ort B Indicators Action Required	Previous 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%	99.46%	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%
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday				Target met. No further action required.		
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met		100%	100%
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.	99.80%	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.		

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			Other D	ata Cons	iderations		
A 10 10 10 10 10 10 10 10 10 10 10 10 10	SPP/APR Indicators		FFY 2017 <sup>1</sup>		Action Required	Previous Results	
Results Indicator Compliance Indicator		State Local Target Result		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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Carroll County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services





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:

- 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
- 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).
- 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.

Marcella E. Franczkowski

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 Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Ind	licators		FFY 2017			Previou	s Results
Re		ompliance Indicator	State Target			Action Required	FFY 2016	FFY 2015
ĺ	Students with IEPs grad diploma - 4 year cohort 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	(ESSA lag data based on	≥ 68.14%	73.85%	Met	Target met, no further action required.	68.70%	61.98%
2	Students with IEPs drop leaver rate based on lag COMAR 13A.08.01.07		≤ 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	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%	07.060
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading		98.70%	Met	Target met, no further action required.	98.60%	97.96%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Cecil County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

			FFY:	2017 (SFY 2	018) Part B	Indicators	BALL LESS	
SPP/APR In	dicator			FFY 2017			Previous Results	
The state of the s		nnce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	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.	10.53%	5.62%
children with IEPs against grade level, modified and	3	Reading	≥21.33%	5.76%	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.	5.79%	2.81%
alternate academic achievement	4	Mathematics	≥18.23%	9.90%	Not Met		5.08%	6.57%
standards	4	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%
C		Mathematics	≥22.63%	6.32%	Not Met		8.10%	6.32%
	6	Reading	≥28.83%	9.77%	Not Met		5.66%	2.08%
	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%
COMAR 13A.05.11.05	0	Reading	≥33.83%	6.29%	Not Met		1.92%	2.33%
COMAR 13A.03.06.05		Mathematics	≥56.09%	7.92%	Not Met		16.67%	33.339
1511.05.00.05		Reading	≥50.53%	3.30%	Not Met		9.26%	19.579

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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		REAL STATE OF THE	Previous	s Results
SPP/APR Indicators Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
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	1.04	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	0.56	0.61*
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	1.35	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	1.19	0.00
COMAR 13A.08.03.03					8-27-1	

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		TAXES / PARTICIPATE	FFY 2	2017 (SFY 20	18) Part B	Indicators		
	CDD /ADD In dise	BOY BENEVAL OF		FFY 2017			Previou	s Results
Re	SPP/APR Indica esults Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose I day (MD SSIS LRE A)	LRE is $\geq$ 80% of the	≥ 70.40%	90,75%		Target met, no further action required.	90.81%	90.74%
5B	Students aged 6-21 whose I day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 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		≤ 5.69%	3.12%	Met	Target met, no further action required.	2.70%	2.72%
6A	Students aged 3-5 LRE: Ser childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	82.14%	Met	Target met, no further action required.	66.01%	60.15%
6B	Students aged 3-5 LRE: September 13A.05.01.10	parate School or Class	≤ 18.10%	1.07%	Met	Target met, no further action required.	0.00%	0.00%
T/A	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	85.07%	NA	New Baselines and Targets for FFY 2017. No action required.	59.32%	51.52%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	67.01%	NA	New Baselines and Targets for FFY 2017. No action required.	51.32%	58.49%

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

			FFY 2	2017 (SFY 20	)18) Part B	Indicators		
	SPP/APR Indic			FFY 2017			Previou	s Results
Re		npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
an.	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	85.54%	NA	New Baselines and Targets for FFY 2017. No action required.	62.30%	58.14%
7B	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	58.76%	NA	New Baselines and Targets for FFY 2017. No action required.	44.74%	43.40%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	86.57%	NA	New Baselines and Targets for FFY 2017. No action required.	63.33%	40.54%
7C	meet their needs.  COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	70.10%	NA	New Baselines and Targets for FFY 2017. No action required.	60.53%	43.40%
	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%
8		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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were: COMAR 13A.08.01.07	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%
	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%	75.35%	Met	Target met, no further action required.	73.21%	61.86%

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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2017		Action Required	Previou	s Results
Results	s Indicator 🔲 Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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
		Black/African American	< 2.00		Met		0.65	1.57
		Native Hawaiian/Pacific Islander	< 2.00	-	Met		0.00	0.00
4B (Ages 6-21)		White	< 2.00	1.09	Met		0.75	0.57
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	0.00
	nondisabled students	Hispanic/Latino			*			
		8	< 2.00		Met		0.95	0.00
	COMAR 13A.08.01.21						-	

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 Cecil County Annual Data FFY 2017
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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 20	18) Part B	Indicators		
	SPP/APR Indicato	irs		FFY 2017		Action Required	Previous Resu	
Results	s Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.11	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.37	1.44
	ages 6-21 special education of racial groups as a result of inappropriate identification  Discrepancy exists in the category	Asian	< 2.00	0.50	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.	0.64	0.54
		Black/African American	< 2.00	1.04	Met		1.07	1.13
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	-	Met		1.10	0.37
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	1.06	Met		0.98	0.98
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.91	Met		1.11	1.05
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.92	Met		1.01	1.00

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

	COLUMN SON IN CO	200	Harris		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	TO THE RESERVE OF THE PARTY OF
		SPP/APR Indicators pliance Indicator		Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native	_						<b>Disproportionality</b> 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
	( $\geq$ 2.0) in disability categories by race as a result of inappropriate identification	Asian	**		-	1.75		-	causes and evidence-based practices targeted to improve student results.
		Black/African American	1.26	1.02	1.85	0.67	1.45	1.07	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander			**				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	1.42	1.17	0.63	1.14	0.81	1.15	
	* Cell size < 5 or N size is < 20	2 or more races		0.72	2.43	0.75	1.24	0.69	
	COMAR 13A.08.01.21	Hispanic/Latino	<del></del>	0.94	-	1.25	0.83	0.99	

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	SDD /ADD In display	FFY 20	017 (SFY 20:	18) Part B I	Add and the control of the control o	Drovious	s Results
Dogult	SPP/APR Indicators s Indicator Compliance Indicator		FFY 2017		Action Required	S 10-365-01-0	
Kesuit	s indicator — Compliance indicator	State Target	Local Results <sup>1</sup>	Target Met		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	99.32%	99.83%
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect		-		finding.  Target met, no further action required.	•	
12	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		100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met, no further action required.	100%	100%
	COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)						

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	Ot	her Data (	Consider	ations		
SPP/APR Indicators	Books	FFY 2017 <sup>1</sup>		Action Required	Previou	s 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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#### 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:

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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 evidencebased 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,

Sarcella E. Francykowski Marcella E. Franczkowski, M.S.

Assistant State Superintendent Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

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

Arden Sotomayor **Branch Chiefs** 

			FFY:	2017 (SFY 2	018) Part E	Indicators		
	SPP/APR Indicato	re:		FFY 2017			Previou	s Results
R		ance Indicator	State	Local	Target	Action Required	FFY	FFY
	Students with IEPs graduating diploma - 4 year cohort (ESSA		Target	Results <sup>1</sup>	Met	Target met, no further action required.	2016	2015
1	2016-2017)  COMAR 13A.03.02.09  COMAR 13A.05.01.01	2016-2017) COMAR 13A.03.02.09			Met		70.52%	74.03%
2	Students with IEPs dropping of leaver rate based on lag data for COMAR 13A.08.01.07		≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
	State Assessment: AMO for disability subgroup in the LEA	) for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	) for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA		≥ 95.00%	97.60%	Met	Target met, no further action required.	97.70%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	1.05 Reading		98.00%	Met	Target met, no further action required.	97.79%	98.36%

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

1				FFY	2017 (SFY 2	018) Part B	Indicators	DE PERE	
	SPP/APR In	dicato			FFY 2017		ALTERNATION OF THE PARTY OF THE	Previou	s Results
R	esults Indicator 🔲 (		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	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.	16.00%	16.34%
	children with IEPs against grade level, modified and		Reading	≥21.33%	11.28%	Not Met	evidence based practices improve student results.	11.50%	6.93%
	alternate academic achievement standards	4	Mathematics	≥18.23%	9.55%	Not Met		12.61%	9.26%
			Reading	≥23.83%	10.50%	Not Met		8.73%	6.51%
		6	Mathematics	≥20.93%	9.80%	Not Met		10.43%	6.85%
			Reading	≥26.33%	8.16%	Not Met		10.39%	4.11%
3C			Mathematics	≥22.63%	5.58%	Not Met		4.60%	4.57%
			Reading	≥28.83%	8.41%	Not Met	s .	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%
	COMAR 13A.05.11.05		Reading	≥33.83%	6.00%	Not Met		5.33%	6.45%
	COMAR 13A.03.06.05		Mathematics	≥56.09%	10.07%	Not Met		29.34%	51.47%
		110	Reading	≥50.53%	20.51%	Not Met		12.80%	44.44%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

	FFY.	2017 (SFY 20 FFY 2017	118) Part B	Indicators	Droviou	s Result
SPP/APR Indicators  Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
Multiple suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	≤ 2.00	1.57	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	1.94	2.39
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	0.00	2.06
COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indic	ators		FFY 2017				s Results
Re	esults Indicator 🔲 Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 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 ≤ 40% of the day (MD SSIS LRE C)  COMAR 13A.05.01.10		≤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		≤ 5.69%	2.97%	Met	Target met, no further action required.	2.96%	2.48%
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	69.02%	Met	Target met, no further action required.	66.99%	74.87%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	2.28%	Met	Target met, no further action required.	13.83%	11.42%
	Students aged 3-5 demonstrate improved positive social-emotional skills	1. Exits with substantial growth	≥68.53%	76.12%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	62.14%
7A	COMAR 13A.13,01.09	2. Exits within age expectations	≥52.75%	41.33%	NA	New Baselines and Targets for FFY 2017. No action required.	48.15%	58.39%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	018) Part B	Indicators		TON- SO
	SPP/APR Indic	ators		FFY 2017		THE STATE OF THE PARTY OF THE P	Previou	s Results
Re	The state of the s	npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	76.47%	NA	New Baselines and Targets for FFY 2017. No action required.	73.08%	56.90%
7.6	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	40.00%	NA	New Baselines and Targets for FFY 2017. No action required.	44.44%	46.98%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	80.28%	NA	New Baselines and Targets for FFY 2017. No action required.	68.00%	53.85%
7C	meet their needs.  COMAR 13A.13.01.09	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%
0		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%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	63.59%	Met	Target met, no further action required.	67.10%	48.55%
	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%	91.30%	Met	Target met, no further action required.	72.90%	50.87%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators	ALC: UNKNOWN	19371
	SPP/APR Indicate			FFY 2017	TOTAL ST	Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00	-	Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	2.01
ages	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 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
	Discrepancy exists in the category Cell size > 5 N-size is > 20  * Cell size < 5 or N size is < 20	Black/African American	< 2.00	0.78	Met		2.52*	3.43
		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00		Met		0.00	0.00
	* No suspension of disabled or	2 or more races	< 2.00		Met		1.97	4.74*
	nondisabled students	Hispanic/Latino	< 2.00			*		
					Met		1.91	0.00
	COMAR 13A.08.01.21			-				

 <sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated.
 Charles County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	19 - 19 - 19 - 19 - 19 - 19 - 19 - 19 -		
	SPP/APR Indicate			FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.45	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.05	0.95
	ages 6-21 special education of racial groups as a result of inappropriate identification  Asian  Asian  Asian  Asian  Asian  Asian	Asian	< 2.00	0.49	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.49	0.47
		Black/African American	< 2.00	1.18	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.25	1.27
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.34	0.00
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	1.03	Met		1.05	1.04
	N size is < 20	2 or more races	< 2.00	0.82	Met		0.85	0.87
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.77	Met		0.79	0.80

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Charles County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	AS STATES	TENE THE STATE OF	She and	15 24 0 1	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		2.48	75				Disproportionality for American Indian/Alaska Native students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of
	(≥2.0) in disability categories by race	Asian				0.60		0.94	this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	1.12	1.67	1.04	0.89	1.24	1.30	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.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander	<del></del>		<del>-</del> -		- <del></del> -		PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	category Cell size ≥ 5 N-size is ≥ 20	White	1.14	0.68	1.44	1.33	1.15	0.77	
	* Cell size < 5 or N size is <	2 or more races	0.49	0.73	0.72	1.03	0.83	0.73	
	20 COMAR 13A.08.01.21	Hispanic/Latino	0.91	0.84	0.49	0.83	0.44	0.98	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Charles County Annual Data FFY 2017
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Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017	18) Part B I	Action Required	Previou	s Results
Result	ts Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days	100%	99.72%	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 1year of this letter.	99.51%	98.95%
	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  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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Charles County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	O	ther Data	Considera	tions		
SPP/APR Indicators		FFY 2017 <sup>1</sup>		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.

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



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:

- 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
- 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. Diana L. Mitchell 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 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 evidencebased 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,

arcella E. Francykowski Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Early Intervention and Special Education Services

MEF/BMM/cc

Attachments

Karen B. Salmon, Ph.D. C: Carol A. Williamson, Ed.D.

> Kim Waller **Branch Chiefs**

				2017 (SFY 2 FFY 2017			Previou	s Results
Re	SPP/APR Indicator Cor	cators mpliance Indicator	State Local Target Target Results <sup>1</sup> Met		The second second	Action Required	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 dropp leaver rate based on lag d 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.60%	Met	Target met, no further action required.	99.20%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	100%	Met	Target met, no further action required.	98.16%	98.37%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
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				1	2017 (SFY 2	O10) rait b	mulcators	Dunidan	e Describe
Resu	SPP/APR In ults Indicator (		rs ance Indicator	State Target	FFY 2018 Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	State Assessment: Proficiency rate for	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.	9.38%	9.09%
8	children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	3.03%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and	0.00%	6.06%
a	modified and alternate academic achievement	4	Mathematics	≥ 18.23%	7.14%	Not Met	evidence based practices improve student results.	9.38%	7.50%
	standards	Reading	≥ 23.83%	3.57%	Not Met		6.25%	7.50%	
		-	Mathematics	≥ 20.93%	12.50%	Not Met		2.33%	20.00%
	S Read	Reading	≥ 26.33%	9.09%	Not Met		2.33%	16.13%	
BC BC		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%
		Q	Mathematics	≥ 26.03%	15.22%	Not Met		0.00%	11.76%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05 HS		Reading	≥ 33.83%	15.22%	Not Met		2.86%	0.00%
-(		НС	Mathematics	≥ 56.09%	16.67%	Not Met		20.00%	23.08%
		Reading	≥ 50.53%	20.00%	Not Met		5.88%	23.08%	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
Maryland State Department of Education
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		2017 (SFY 20 FFY 2017	,10, rait D	mucators	Drovious	s Results
SPP/APR Indicators  Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
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	0.20	0.13
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	6.67*	3.79*
COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
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Y LANG		THE WALL THE	FFY 2	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indic	21040		FFY 2017		The State of the S	Previou	s Results
Re	The state of the s	npliance Indicator	State Local Target Target Results <sup>1</sup> Met		Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	76.07%	Met	Target met, no further action required.	75.49%	73.65%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)  COMAR 13A.05.01.10		≤ 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		≤ 5.69%	2.77%	Met	Target met, no further action required.	2.45%	2.82%
6A	Students aged 3-5 LRE: S childhood setting the major		≥ 64.90%	80.77%	Met	Target met, no further action required.	94.73%	86.54%
6B	Students aged 3-5 LRE: S COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	1.92%	Met	Target met, no further action required.	0.00%	0.00%
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	66.67%
7A	skills	2. Exits within age expectations	≥52.75%	55.00%	NA	New Baselines and Targets for FFY 2017. No action required.	25.00%	0.00%
	COMAR 13A.13.01.09							

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
NAME OF THE PARTY	SPP/APR Indicators  Results Indicator Compliance Indicator			FFY 2017		ASSESSED FOR THE STATE OF THE S	Previous Results	
Re				Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	50.00%	NA	New Baselines and Targets for FFY 2017. No action required.	25.00%	0.00%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	53.85%	33.33%
7C	meet their needs.	2. Exits within age expectations	≥59.23%	65.00%	NA	New Baselines and Targets for FFY 2017. No action required.	37.50%	0.00%
	Parent Survey  * Less than 10 survey responses	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	Small Cell Size	NA
8		Age 6-21	≥71.00%	82.00%	Met	Target met, no further action required.	70.00%	50.00%
	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	8.33%
14		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%
	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	62.50%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Dorchester County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.  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
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students  Black/African American Native Hawaiian/Pacifi Islander  White  2 or more races Hispanic/Latino		< 2.00		Met		0.63	0.74
		Hawaiian/Pacific	< 2.00		Met		*_	*_
4B (Ages 6-21)		White	< 2.00		Met		0.65	0.76
		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					9		

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

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017		Action Required	Previous Results	
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	0.00	1.74
	ages 6-21 special education of racial groups as a result of inappropriate identification  ☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		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.	0.42	0.45
		Black/African American	< 2.00	1.02	Met		1.29	1.37
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
		White	< 2.00	1.07	Met		1.01	1.01
		2 or more races	< 2.00	0.94	Met		1.24	1.13
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.93	Met		0.75	0.64

 <sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated.
 Dorchester County Annual Data FFY 2017
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	A PROPERTY OF THE		THE REAL PROPERTY.		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	土面中的人民共和国 对一种 一种
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	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 <	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
		Asian							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
		Black/African American	2.24	0.96	0.50	0.94	1.07	0.87	to improve student results.  Methodology for this indicator was changed for FFY 2017 to
10		Native Hawaiian/ Pacific Islander							be consistent with the change to significant disproportionality.  Minimum cell and N-sizes are 5 and 20, respectively.
		White	0.56	1.07	2.33	1.02	0.93	1.35	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
		2 or more races	1.31	1.18			1.85	-	
	20 COMAR 13A.08.01.21	Hispanic/Latino	575	0.86		2.11	<del>(10</del> )	1.03	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
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SPP/APR Indicators		FFY 2017			Action Required	Previou	Results
Result	Results Indicator Compliance Indicator		Local Results <sup>1</sup>	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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester County Annual Data FFY 2017
Maryland State Department of Education
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Other Data Considerations									
SPP/APR Indicators		FFY 2017		Action Required	Previous Result				
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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			

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Dorchester 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. Theresa R. Alban Superintendent Frederick County Public Schools 191 South East Street Frederick, Maryland 21701

Dear Dr. Alban:

Congatulation

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 Frederick County Public Schools has achieved the determination status of "Meets Requirements."

#### Attached please find supporting documents:

- 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. Theresa R. Alban 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 Frederick County Public Schools has been assigned the "Universal" tier for the delivery of the DEI/SES technical assistance model for results. LSSs/PAs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

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

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

Marcella E. Francykowski

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** 

			FFY :	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indicator	re		FFY 2017 <sup>1</sup>			Previous Results	
Re		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs graduating diploma - 4 year cohort (ESSA 2016-2017)  COMAR 13A.03.02.09  COMAR 13A.05.01.01		≥ 68.14%	73.99%	Met	Target met, no further action required.	72.94%	70.61%
2	Students with IEPs dropping of leaver rate based on lag data for COMAR 13A.08.01.07		≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤3.00%	≤3.00%
	State Assessment: AMO for disability subgroup in the LEA	) for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA		≥ 95.00%	99.00%	Met	Target met, no further action required.	99.60%	
3В	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading		99.20%	Met	Target met, no further action required.	99.59%	99.16%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

				FFY	2017 (SFY 2	018) Part E	Indicators	THE REAL PROPERTY.	
	SPP/APR In	dicato	rs		FFY 2017 <sup>1</sup>		END DESCRIPTION OF THE PROPERTY OF THE PROPERT	Previou	s Results
The second second	ndicator 🔲 C		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
Profic	Assessment:	3	Mathematics	≥ 18.58%	22.57%	Met	Target met in math for the 3 <sup>rd</sup> grade.	24.10%	18.349
again	ren with IEPs st grade level, fied and		Reading	≥ 21.33%	16.62%	Not Met	Target not met in reading in 3 <sup>rd</sup> grade, for reading and math for the 4th grade through the 8th grade,	16.31%	16.269
altern	nate academic vement	4	Mathematics	≥ 18.23%	17.46%	Not Met	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	14.68%	14.429
standa	standards	7	Reading	≥ 23.83%	15.87%	Not Met	improve student results.	14.02%	12.239
		5	Mathematics	≥ 20.93%	12.85%	Not Met		13.18%	14.599
			Reading	≥ 26.33%	12.89%	Not Met		11.17%	9.73%
C	6	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%
COM/			Reading	≥ 33.83%	9.22%	Not Met		8.81%	9.45%
COM	3A.05.11.05 COMAR 3A.03.06.05	HS -	Mathematics	≥ 56.09%	15.95%	Not Met		50.52%	61.54%
		110	Reading	≥ 50.53%	18.80%	Not Met		22.06%	53.96%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

SPP/APR Indicators		FFY 2017 <sup>1</sup>			Previous Resul		
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015	
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	2.33	Not Met	Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.  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.	2.27	3.50*	
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	5.50	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.	0.59	2.91%	
COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.			

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indic	ators		FFY 2017 <sup>1</sup>	ted sure		Previou	s Results
Re	The state of the s	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	81.55%	Met	Target met, no further action required.	80.34%	80.08%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq$ 40% of the	≤ 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		≤ 5.69%	4.79%	Met	Target met, no further action required.	4.84%	4.75%
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10		≥ 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: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	4.38%	Met	Target met, no further action required.	9.21%	14.02%
7.4	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	67.63%	NA	New Baselines and Targets for FFY 2017. No action required.	78.83%	74.84%
7A	skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	62.60%	NA	New Baselines and Targets for FFY 2017. No action required.	63.43%	68.33%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			HAT	2017 (SFY 2	J18) Part B	indicators		
100	SPP/APR Indic	ators		FFY 2017 <sup>1</sup>			Previous Results	
Re	esults Indicator Con	npliance Indicator	State Target	Local Results <sup>1</sup>	The state of the s	Action Required	FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	73.66%	NA	New Baselines and Targets for FFY 2017. No action required.	75.24%	68.18%
/B	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	63.60%	NA	New Baselines and Targets for FFY 2017. No action required.	62.69%	58.82%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	73.63%	NA	New Baselines and Targets for FFY 2017. No action required.	71.00%	69.08%
7C	meet their needs.  COMAR 13A.13.01.09	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%
0		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%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	74.42%	Met	Target met, no further action required.	82.65%	63.24%
	The size out of the strain strain was between the seal of	C. Higher ED or				Target met, no further action required.		
	COMAR 13A.05.01.09A(3)(a)(ii)	training program or employed w/in 1 year of leaving HS	≥58.00%	96.35%	Met	•	100.00%	72.43%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Frederick County Annual Data FFY 2017
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			FFY	2017 (SFY 20	018) Part B	Indicators	100	Bar Haller
	SPP/APR Indicate			FFY 2017 <sup>1</sup>		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	0.00	0.00
		Black/African American	< 2.00	3.69	Not Met		0.80	9.98
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
Ages 6-21)		White	< 2.00	0.36	Met		1.87	1.61
	* No suspension of disabled or nondisabled	2 or more races	< 2.00		Met		2.49*	0.00
	students	Hispanic/Latino	< 2.00				0.93	5.34*
					Met			
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
Town 1 may	SPP/APR Indicate			FFY 2017 <sup>1</sup>		Action Required	Previou	s Results
Results	s Indicator Com	pliance Indicator	licator State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.99	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.27	1.20
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.49	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.41	0.37
	inappropriate identification	Black/African American	< 2.00	1.37	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.47	1.55
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	1.04	Met		0.64	0.90
	Cell size $\geq 5$ N-size is $\geq 20$ * Cell size $\leq 5$ or	White	< 2.00	0.99	Met		0.86	0.82
	N size is < 20	2 or more races	< 2.00	1.06	Met		0.97	0.97
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.92	Met		0.83	0.85

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		alt out an		1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	THE RESERVE OF THE PARTY OF THE
	SPP/APR Inc		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							<b>Disproportionality</b> 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
	(≥2.0) in disability categories by race as a result of inappropriate identification	Asian	1.11	0.24		0.55	0.18	0.97	root causes and evidence-based practices targeted to improve student results.
		Black/African American	1.58	1.47	2.31	0.93	1.49	1.42	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.76	0.77	0.92	1.20	1.24	1.02	
	* Cell size < 5 or N size is < 20	2 or more races		1.07	1.47	1.01	1.23	0.92	
	COMAR 13A.08.01.21	Hispanic/Latino	1.20	1.42	0.48	0.90	0.56	0.70	+

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		FFY 20	017 (SFY 201	.8) Part B I	ndicators		
1-	SPP/APR Indicators		FFY 2017		Action Required	Previous Result	
Result	ts 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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

SPP/APR Indicators		ther Data ( FFY 2017 <sup>1</sup>		Action Required	Previous	s Results
Results Indicator Compliance Indicator	State Target	Local Results	Target Met	Accion required	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Frederick County Annual Data FFY 2017
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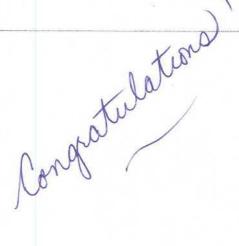


#### Karen B. Salmon, Ph.D.

State Superintendent of Schools

May 1, 2019

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



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:

- 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.

Marcella C. Franczkowski

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

			FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicators		FFY 2017			Previou	s Results
Re		ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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  Students with IEPs dropping out (ESSA Option 2		≥ 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 dro leaver rate based on lag COMAR 13A.08.01.07	g data for 2016-2017)	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤3.00%	≤3.00%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	100%	Met	Target met, no further action required.	100%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	5.11.05 AR Reading		100%	Met	Target met, no further action required.	100%	99.62%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Garrett County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

				FFY.	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato		de la	FFY 2017	Section 1	Control of the Contro	Previou	s Results
R			ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	15.79%	Not Met	Target not met for reading and math for the 3 <sup>rd</sup> grade through the 8 <sup>th</sup> grade, and for high school.	13.95%	14.81%
	children with IEPs against grade level, modified and		Reading	≥ 21.33%	5.26%	Not Met	the date of this letter; identify the root causes and	2016     2015       13.95%     14.81%       11.36%     11.11%       5.41%     12.00%       8.11%     10.00%       6.67%     9.68%       8.89%     9.68%       3.85%     7.41%       4.35%     10.34%       4.35%     6.90%       3.45%     14.71%	
	alternate academic achievement	4	Mathematics	≥ 18.23%	14.29%	Not Met	evidence based practices improve student results.		12.00%
	standards		Reading	≥ 23.83%	11.90%	Not Met	Target not met for reading and math for the 3rd grade through the 8th grade, and for high school. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence based practices improve student results.   11.36%   11.1	10.00%	
		5	Mathematics	≥ 20.93%	10.53%	Not Met		through the 8 <sup>th</sup> grade, and for high school.  It an Improvement Plan within 30 days from the of this letter; identify the root causes and nice based practices improve student results.  13.95%  14.81%  13.95%  14.81%  11.36%  11.11%  5.41%  12.00%  8.11%  10.00%  6.67%  9.68%  8.89%  9.68%  3.85%  7.41%  4.35%  10.34%  4.35%  6.90%  3.45%  11.76%	
		J.	Reading	≥ 26.33%	10.53%	Not Met		8.89%	9.68%
3C		6	Mathematics	≥ 22.63%	14.29%	Not Met		3.85%	7.41%
			15.38%	7.41%					
		7	Mathematics	≥ 24.33%	20.00%	Not Met	8.89% et 3.85% et 15.38% et 4.35%	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%
	COMAR 13A.05.11.05		Reading	≥ 33.83%	4.76%	Not Met		6.90%	11.76%
	COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	23.53%	Not Met		37.50%	50.00%
		110	Reading	≥ 50.53%	22.22%	Not Met		29.41%	38.89%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

	H-Y-	2017 (SFY 20	18) Part B	indicators		
SPP/APR Indicators	Charles	FFY 2017			Previou	
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FF\ 201
Multiple suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * 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%	*.
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	- 1				-	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Garrett County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 20	18) Part B	Indicators		TO PETER
	SPP/APR Indicat	ors		FFY 2017			Previou	s Results
Re		liance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose L day (MD SSIS LRE A) COMAR 13A.05.01.10	RE is $\geq$ 80% of the	≥ 70.40%	77.21%	Met	Target met, no further action required.	80.17%	79.44%
5B	COMAR 13A.05.01.10		≤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		≤ 5.69%	2.56%	Met	Target met, no further action required.	2.51%	3.33%
6A	Students aged 3-5 LRE: Service childhood setting the majorite COMAR 13A.05.01.10		≥ 64.90%	78.95%	Met	Target met, no further action required.	73.81%	74.55%
6B	Students aged 3-5 LRE: Sept COMAR 13A.05.01.10	arate School or Class	≤ 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  1. Exits w substantial		≥68,53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	75.00%
		2. Exits within age expectations	≥52.75%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	75.00%	60.00%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Garrett County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	018) Part B	Indicators		No. of Lot
	SPP/APR Indic	atorc	THE RE	FFY 2017		Marie Strate Control Co. Strate	Previou	s Results
Re		npliance Indicator	State Local Target Target Results <sup>1</sup> Met		The second secon	Action Required	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%
/D	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%
demonstrate use of	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	72.73%	87.50%	
7C	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%
o .		Age 6-21	≥71.00%	84.00%	Met	Target met, no further action required.	75.00%	51.00%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required	Small cell size	14.29%
14	left school, and were:  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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato			FFY 2017		Action Required	Previou	s Results
Results	s Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*_
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	*	*
		Black/African American	< 2.00		Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	*	0.00%
4B		Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	*	*
(Ages 6-21)		White	< 2.00		Met		0.00%	*_
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00%	
	nondisabled students	Hispanic/Latino	< 2.00				0.00%	0.000
					Met			0.00%
	COMAR 13A.08.01.21							

Local results are based on current data unless otherwise indicated.
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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate			FFY 2017		Action Required	Previou	s Results
Results	s Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	0.00	0.00
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00		Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.00	0.39
	inappropriate identification  Discrepancy exists in the category	Black/African American	< 2.00		Met	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	3.81*
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.98	Met		3.14	0.50
	N size is < 20	2 or more races	< 2.00	1.24	Met		1.87	0.63
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00		Met		1.76	0.36

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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Division of Early Intervention and Special Education Services

		MERCHANICAL TOP	18 30	F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	BETWEEN AND THE STATE OF THE ST
	SPP/APR Inc		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native					()		No <b>Disproportionality</b> was identified. No further actions are required at this time.
	(≥2.0) in disability categories by race	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.
	as a result of inappropriate identification	Black/African American							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							
	Cell size ≥ 5 N-size is ≥ 20	White	0.96	0.93	0.89	1.51	0.39	0.37	
	* Cell size < 5 or N size is < 20	2 or more races			=			-	
	COMAR 13A.08.01.21	Hispanic/Latino							

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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		FFY 20	017 (SFY 201	8) Part B I	ndicators	-	WE KIND
	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	ts Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Garrett County Annual Data FFY 2017
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	O	ther Data	Considera	ations		
SPP/APR Indicators		FFY 2017		Action Required	Previou	s Result
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Garrett County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services





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:

- 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
- 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).
- 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

			FFY	2017 (SFY 2	018) Part B	Indicators		100 110
	SPP/APR In	dicators		FFY 2017			Previou	s Results
Re		Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
I.	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  Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017)  COMAR 13A.08.01.07		≥ 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			≤ 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.30%	Met	Target met, no further action required.	99.20%	3
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.40%	Met	Target met, no further action required.	98.90%	99.15%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		1000	HELDER TO	FFY:	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato			FFY 2017			Previou	s Results
Re	The second secon		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	15.79%	Not Met	Target not met in reading and math for the 3 <sup>rd</sup> grade through the 8 <sup>th</sup> grade and high school.	16.85%	17.11%
	children with IEPs against grade level, modified and		Reading	≥ 21.33%	10.28%	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.	15.77%	13.24%
	alternate academic achievement	4	Mathematics	≥ 18.23%	12.74%	Not Met	evidence based practices improve student results.	2016 2 16.85% 17 16.85% 17 15.77% 13 5. 12.09% 10 10.66% 9. 11.30% 10 9.64% 13 8.63% 11 11.99% 12 11.55% 7. 14.92% 10	10.39%
	standards	-	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%
3C		6	Mathematics	≥ 22.63%	8.40%	Not Met		8.63%	11.72%
			Reading	≥ 28.83%	7.33%	Not Met		2016 20 d 16.85% 17. from 15.77% 13.3 12.09% 10.3 10.66% 9.8 11.30% 10.3 9.64% 13.9 8.63% 11.3 11.99% 12.3 11.55% 7.8 14.92% 10.3 7.87% 13.8 8.71% 11.9 37.87% 57.0	12.78%
		7	Mathematics	≥ 24.33%	6.41%	Not Met			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%
	COMAR 13A.05.11.05		Reading	≥ 33.83%	9.94%	Not Met		8.71%	11.96%
	COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	10.26%	Not Met		37.87%	57.03%
	13.1.03.00.03	110	Reading	≥ 50.53%	18.35%	Not Met		18.25%	44.58%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		111111111111111	2017 (SFY 20 FFY 2017	oro, rait b	Indicators	Draviou	s Results
Re	SPP/APR Indicators sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	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
A	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	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.		

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indica		GAR STA	FFY 2017		· · · · · · · · · · · · · · · · · · ·	Previou	s Results
Re	The state of the s	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose I day (MD SSIS LRE A) COMAR 13A.05.01.10	LRE is ≥ 80% of the	≥ 70.40%	83.64%	Met	Target met, no further action required.	83.66%	56.75%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)  COMAR 13A.05.01.10		≤ 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		≤ 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: Ser childhood setting the major COMAR 13A.05.01.10		≥ 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: Sep COMAR 13A.05.01.10	parate School or Class	≤ 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	1. Exits with substantial growth	≥68.53%	74.31%	NA	New Baselines and Targets for FFY 2017. No action required.	49.06%	59.80%
7A	skills	2. Exits within age expectations	≥52.75%	54.93%	NA	New Baselines and Targets for FFY 2017. No action required.	72.29%	57.14%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY:	2017 (SFY 20	018) Part B	Indicators	1 1 1 1 3	11/18/1
	SPP/APR Indic		FFY 2017			Previous Results		
Re	Results Indicator Compliance Indicator			Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
7B	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	78.64%	NA	New Baselines and Targets for FFY 2017. No action required.	72.29%	43.48%
7.5	and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	50.70%	NA	New Baselines and Targets for FFY 2017. No action required.	57.55%	38.10%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	70.09%	NA	New Baselines and Targets for FFY 2017. No action required.	70.27%	49.51%
7C	meet their needs.  COMAR 13A.13.01.09	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%
8		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%
	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%
14		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%

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

	CDD (ADD L. II)		FFY	2017 (SFY 20	018) Part B	A CONTRACTOR OF THE PARTY OF TH		
SPP/APR Indicators  Results Indicator Compliance Indicator			FFY 2017			Action Required	Previous Results	
			State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met		0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	Black/African American	< 2.00	3.94	Not Met		2.91*	2.28*
		Native Hawaiian/Pacific Islander	< 2.00	-	Met		0.00	11.4*
4B (Ages 6-21)		White	< 2.00	0.29	Met		1.00	0.64
		2 or more races	< 2.00	1.15	Met		0.78	2.16*
		Hispanic/Latino	< 2.00	0.69	-		2.81*	1.33
					Met			
	COMAR 13A.08.01.21	A						

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Harford County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017		Action Required	Previous Results	
Results	Indicator Com	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.67	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.44	1.67
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.42	Met	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.	0.40	0.36
		Black/African American	< 2.00	1.38	Met		1.39	1.48
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	1.31	Met		1.13	0.92
	Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20  COMAR 13A.08.01.21	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

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education

#### Harford County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

					FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native	22 <u>2</u>	-	88				Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter.
	(≥2.0) in disability categories by race as a result of inappropriate identification	Asian		0.14	22	0.66		1.24	Identify the root causes and evidence-based practices targeted to improve student results.
		Black/African American	2.10	1.47	1.65	1.02	1.59	1.19	The change to COMAR regarding the definition of <b>significant disproportionality</b> went into effect July 1, 2018.  Methodology for this indicator was changed for FFY 2017 to
10	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20	Native Hawaiian/ Pacific Islander							be consistent with the change to significant disproportionality.  Minimum cell and N-sizes are 5 and 20, respectively.
		White	0.56	0.87	0.85	0.97	0.79	0.98	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	* Cell size < 5 or N size is < 20	2 or more races	0.85	0.88	0.90	1.19	1.06	1.22	
	COMAR 13A.08.01.21	Hispanic/Latino	1.45	1.05	0.65	1.07	1.02	0.41	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Harford County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

		SE SUIT	FY 2017 (SF)	<mark>/ 2018)</mark> Pai	rt B Indicators		
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Result	Results Indicator Compliance Indicator		Local Results <sup>1</sup>	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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### Other Data Considerations SPP/APR Indicators **FFY 2017 Action Required Previous Results** Results Indicator Compliance Indicator State Local **Target FFY** FFY Results<sup>1</sup> Target Met 2016 2015 Timely correction of noncompliance Target met. No further action required. (Specific actions required are embedded within each Results and Compliance 100% 100% Met 100% 100% Indicator and used to establish local determination status) State reported data are timely and Data and reports submitted in a timely and accurate accurate. (Specific actions required are manner. No further action required. embedded within each Results and 100% 100% Met 100% 100% Compliance Indicator and used to establish local determination status) Number of State complaints filed No further action required. NA 1 NA 8 NA Number of State complaints identified 0 complaints required corrective action. NA 1 NA 6 NA with violation(s) Number of State findings from State No further action required. NA NA NA complaints corrected in a timely manner NA NA Number of due process hearings filed No further action required. NA 4 NA 1 NA Number of due process hearings No further action required. NA 0 · NA 0 identified with violations NA Fiscal Accountability: Number of No further action required. NA 0 NA 0 NA findings identified National Assessment of Educational Not considered for 2017-2018 Local Determination NA NA NA NA NA Progress (NAEP) Status. (See attachment for Statewide Data).

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Harford 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. Michael J. Martirano Superintendent Howard County Public Schools 10910 Clarksville Pike Ellicott City, MD 21042

Dear Dr. Martirano:

Congratulations

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:

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- 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).

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Dr. Michael J. Martirano 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 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 evidencebased 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.

Jarcella E Tranczkowski 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

	CDD/ADD I			FFY 2017 <sup>1</sup>		Marie Company of the	Previou	s Results		
Re	SPP/APR In esults Indicator 🔲 C	dicators Compliance Indicator	State Target	Local Target Results <sup>1</sup> Met		Action Required	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  Students with IEPs dropping out (ESSA Option 2		≥ 68.14%	68.20%	Met	Target met, no further action required.	68.10%	63.87%		
2	Students with IEPs dro leaver rate based on lag COMAR 13A.08.01.07	g data for 2016-2017)	≤3.03%	≤3.00%	Met	Target met, no further action required.	≤3.00%	3.11%		
	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		
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA	·	NA	NA		
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.20%	Met	Target met, no further action required.	99.00%	Section (Section 1)		
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	11.05 R Reading		Reading ≥ 95.00%	≥ 95.00%	99.10%	Met	Target met, no further action required.	98.74%	99.20%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Howard County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 2	018) Part B	Indicators		
SPP/APR I	ndicato		1810000	FFY 2017 <sup>1</sup>			Previou	s Results
		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	Previous FFY 2016 21.96% 17.83% 19.37% 15.34% 13.55% 12.04% 13.20% 9.94% 17.41% 17.85% 16.88%	FFY 2015
State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	21.25%	Met	Target met in math for the 3 <sup>rd</sup> and 4 <sup>th</sup> grade.	21.96%	19.95%
children with IEPs against grade level, modified and		Reading	≥ 21.33%	16.50%	Not Met	Target not met for reading in the 3 <sup>rd</sup> and 4 <sup>th</sup> 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	17.83%	14.32%
alternate academic achievement	4	Mathematics	≥ 18.23%	18.63%	Met		19.37%	17.29%
standards	4	Reading	≥ 23.83%	16.63%	Not Met	based practices improve student results.	15.34%	16.82%
	5	Mathematics	≥ 20.93%	12.43%	Not Met		13.55%	16.58%
	3	Reading	≥ 26.33%	7.82%	Not Met		12.04%	13.839
C	6	Mathematics	≥ 22.63%	14.63%	Not Met		13.20%	15.919
	0	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%
COMAR 13A.05.11.05		Reading	≥ 33.83%	12,17%	Not Met		8.46%	10.68%
COMAR 13A.03.06.05	COMAR	Mathematics	≥ 56.09%	18.68%	Not Met		53.40%	67.74%
		Reading	≥ 50.53%	14.23%	Not Met		14.80%	52.85%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Howard County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017 <sup>1</sup>			Previou	s Results
Re	esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	2.57	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.	1.73	1.31*
4	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	≤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.	0.00	0.00
	COMAR 13A.08.03.03				PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.		

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			FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Indic	ators		FFY 2017 <sup>1</sup>			Previous Result	
R		ppliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is ≥ 80% of the	≥ 70.40%	78.37%	Met	Target met, no further action required.	80.33%	80.35%
5B	COMAR 13A.05.01.10		≤11.26%	1.94%	Met	Target met, no further action required.	1.86%	2.08%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and		≤ 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%
6A	Students aged 3-5 LRE: Se childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	83.67%	Met	Target met, no further action required.	83.37%	83.74%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	0.22%	Met	Target met, no further action required.	1.27%	79.02%
7.4	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	63.73%	NA	New Baselines and Targets for FFY 2017. No action required.	72.03%	81.34%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	52.11%	NA	New Baselines and Targets for FFY 2017. No action required.	59.18%	72.35%

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			FFY:	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indic	atore		FFY 2017 <sup>1</sup>		The state of the s	Previou	s Results
R		pliance Indicator State Target		Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
<b>7</b> 0	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%
7B	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	1. Exits with substantial growth	≥71.40%	73.47%	NA	New Baselines and Targets for FFY 2017. No action required.	71.30%	78.79%
	meet their needs.  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%
0		Age 6-21	≥71.00%	71.00%	Met	Target met, no further action required.	71.00%	41.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were:	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%
	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%	91.57%	Met	Target met, no further action required.	79.37%	74.61%

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			FFY	2017 (SFY 20	18) Part B	Indicators		
-	SPP/APR Indicato	rs		FFY 2017 <sup>1</sup>		Action Required	Previous	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	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	80.31*	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met		0.00	1.41
		Black/African American	< 2.00	1.07	Met		2.39*	2.75*
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00		Met		0.85	0.35
	* No suspension of disabled or	2 or more races	< 2.00		Met		5.52*	0.00
	nondisabled students	Hispanic/Latino	< 2.00				0.00	1.21
					Met			
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Howard County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	Total Section 1		FFY	2017 (SFY 20	18) Part B	Indicators		
The con-	SPP/APR Indicate			FFY 2017 <sup>1</sup>		Action Required	Previous Results	
Results	Indicator Com	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	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
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.46	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.38	0.37
	inappropriate identification	Black/African American	< 2.00	1.60	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.49	1.47
9 (Ages 6-21)	Discrepancy exists in the category	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
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	0.97	Met		0.77	0.77
	N size is < 20	2 or more races	< 2.00	0.98	Met		0.82	0.79
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.17	Met		1.06	1.12

Local results are based on current data unless otherwise indicated.
 Howard County Annual Data FFY 2017
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					FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Inc		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native				He			<b>Disproportionality</b> for Black/African American students with Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter.
	(≥2.0) in disability categories by race	Asian	0.53	0.21	0.08	0.56	0.18	0.77	Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	1.69	2.17	1.91	1.19	2.13	1.29	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.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander		22	- T	6504 5074			PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	category Cell size ≥ 5 N-size is ≥ 20	White	0.88	0.77	1.34	1.10	1.06	1.07	
	* Cell size < 5 or N size is < 20	2 or more races	0.77	0.96	1.53	0.97	0.92	1.00	
	COMAR 13A.08.01.21	Hispanic/Latino	1.28	1.68	0.65	1.33	0.98	0.77	

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	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	s 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%
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect			75	Target met. No further action required.		
12	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		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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	Ot	her Data	Consider:	ations		
SPP/APR Indicators		FFY 2017 <sup>1</sup>		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: Xarin 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

Congratulations

Attached please find supporting documents:

achieved the determination status of "Meets Requirements."

- 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 evidencebased 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. Tranczkowski Marcella E. Franczkowski, M.S.

Assistant State Superintendent Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

Karen B. Salmon, Ph.D. C:

Carol A. Williamson, Ed.D.

Dr. Wendy Keen Branch Chiefs

			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indicator	DATE FOR LE		FFY 2017			Previou	s Results
Re		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs graduating diploma - 4 year cohort (ESSA 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 of leaver rate based on lag data for COMAR 13A.08.01.07		≤3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
	State Assessment: AMO for disability subgroup in the LEA	) for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	) for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA		≥ 95.00%	98.70%	Met	Target met, no further action required.	99.29%	00 (00)
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	ing	≥ 95.00%	99.30%	Met	Target met, no further action required.	98.61%	99.69%

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			FFY:	2017 (SFY 2	018) Part B	Indicators		
SPP/APR II	dicato			FFY 2017			Previou	s Results
		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	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.	15.79%	30.00%
children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	0.00%	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.	5.26%	20.00%
alternate academic	4	Mathematics	≥ 18.23%	18.18%	Not Met		19.05%	3.85%
standards	4	Reading	≥ 23.83%	4.55%	Not Met		14.29%	0.00%
	5	Mathematics	≥ 20.93%	18.18%	Not Met		0.00%	5.26%
	3	Reading	≥ 26.33%	18.18%	Not Met	.,	4.17%	0.00%
<u>.</u>		Mathematics	≥ 22.63%	3.85%	Not Met		0.00%	11.119
	6	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%
COMAR 13A.05.11.05		Reading	≥ 33.83%	14.29%	Not Met		0.00%	0.00%
COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	7.14%	Not Met		23.81%	47.069
15/1.05.00.05	115	Reading	≥ 50.53%	14.29%	Not Met	*	5.00%	33.33

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	con (app to the		FFY 2017		THE RESERVE OF PERSONS AND THE	Previous	Results
Res	SPP/APR Indicators ults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
	Multiple suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * 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	*_
1	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.	*	*_

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	THE STATE OF THE STATE OF	Water Street, Square	FFY 2	2017 (SFY 20	018) Part B	Indicators		
	CDD/ADD Lal'			FFY 2017			Previou	s Results
Re	SPP/APR Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	72.41%	Met	Target met, no further action required.	75.22%	78.83%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 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 public/private day and resi home and hospital facilitie COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 5.69%	3.02%	Met	Target met, no further action required.	3.98%	4.05%
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 64.90%	89.66%	Met	Target met, no further action required.	80.77%	79.19%
6B	Students aged 3-5 LRE: Secondar 13A.05.01.10	eparate School or Class	≤ 18.10%	6.90%	Met	Target met, no further action required.	7.69%	8.33%
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	100%	100%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	88.89%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	66.67%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	The same of the same of	AND REAL PROPERTY.	FFY:	2017 (SFY 20	18) Part B	Indicators	TO SERVE	THE STATE
	CDD / 4 DD   -		THE STATE OF THE S	FFY 2017		Market Control of the	Previou	s Results
Re	SPP/APR Indicessults Indicator Com	ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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%
7B	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%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	100%	100%
7C	meet their needs.  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%
	Parent Survey	Age 3-5	≥84.00%	*	Met	These data reflect baseline data and the revised target.	Small cell size	Less than 10 Students
8	* 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%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B			
No.	SPP/APR Indicato	rs		FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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	*_
		Black/African American	< 2.00		Met		0.00	*_
		Native Hawaiian/Pacific Islander	< 2.00		Met		*	*_
4B (Ages 6-21)		White	< 2.00		Met		0.00	*_
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	*_
	nondisabled students	Hispanic/Latino	W -					
			< 2.00		Met		0.00	*_
	COMAR 13A.08.01.21							Ð

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	018) Part B	Indicators		
100	SPP/APR Indicate	ors		FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the identification of SWD by race or ethnicity was identified. Submit an Improvement Plan within 30 days from the date	1.83	0.00
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00		Met	of this letter; identify the root causes and evidence based practices to improve student results.	0.55	0.74
	inappropriate Black/Afr	Black/African American	< 2.00	2.09	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.	2.00	2.28
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
	Cell size $\geq 5$ N-size is $\geq 20$	White	< 2.00	0.70	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.74	0.73
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.43	Met		0.38	0.40
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.73	Met		0.66	0.41

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

100	HALL STATE	STATE OF THE PARTY OF	3200	A PARTIES	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indi	cators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	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
	(≥2.0) in disability categories by race as a result of inappropriate identification  □ Discrepancy exists in the	Asian					: <del></del> -		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.
		Black/African American	3.92	2.73		. <del></del>	2.80		Methodology for this indicator was changed for FFY 201 be consistent with the change to significant disproportions
		Native Hawaiian/ Pacific Islander					: <del>**</del>		Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY
10	category Cell size ≥ 5 N-size is ≥	White		0.54	0.82	3.47	0.54	0.69	2017 determination criteria.
	20  * Cell size <	2 or more races			<b></b>				
	5 or N size is < 20	Hispanic/Latino	- <del>1</del>	0.87					
	COMAR 13A.08.01.21								

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017		Action Required	Previous	Results
Result	s Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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%	98.46%	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%
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.	Small Cell Size	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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	O	ther Data (	Considera	ations		
SPP/APR Indicators	WAR PA	FFY 2017		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	HALL BY THE PARTY	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

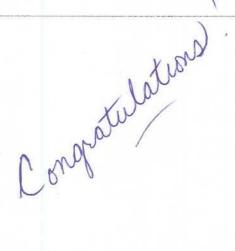
<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Kent County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services



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

May 1, 2019

Dr. 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:

- 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).
- 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 evidencebased 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,

arcella E. Franczkowski 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

1			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indica	tors		FFY 2017 <sup>1</sup>			Previous	s Results
Re		mpliance Indicator State Targe		Local Results <sup>1</sup>	Target Met	Action Required	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  Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017)		≥ 68.14%	69.46%	Met	Target met, no further action required.	72.03%	66.50%
2			≤3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	3.60%
	State Assessment: AMO for disability subgroup in the LEA	MO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	MO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	ath	≥ 95.00%	97.70%	Met	Target met, no further action required.	98.77%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05		≥ 95.00%	99.00%	Met	Target met, no further action required.	98.40%	98.89%

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				FFY :	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato			FFY 2017 <sup>1</sup>			Previou	s Results
Re			ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	20.59%	Met	Target met in math for the 3 <sup>rd</sup> grade.	22.62%	19.91%
	children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	15.69%	Not Met	grade, and for high school. Submit an	15.38%	13.42%
	alternate academic	4	Mathematics	≥ 18.23%	18.02%	Not Met		16.52%	16.20%
	standards	4	Reading	≥ 23.83%	16.56%	Not Met	based practices improve student results.	13.47%	14.37%
		5	Mathematics	≥ 20.93%	14.46%	Not Met		14.36%	14.06%
		3	Reading	≥ 26.33%	12.87%	Not Met		12.98%	14.91%
3C		6	Mathematics	≥ 22.63%	13.69%	Not Met		13.67%	12.39%
		0	Reading	≥ 28.83%	15.01%	Not Met		13.20%	9.75%
		7	Mathematics	≥ 24.33%	14.95%	Not Met		2016     20       22.62%     19.5       15.38%     13.4       16.52%     16.2       13.47%     14.3       14.36%     14.0       12.98%     14.9       13.67%     12.3       13.20%     9.7       12.32%     13.9       13.94%     11.3       16.37%     14.6       12.30%     10.8       42.35%     58.8	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%
		COMAR	Mathematics	≥ 56.09%	12.11%	Not Met		42.35%	58.86%
		110	Reading	≥ 50.53%	18.04%	Not Met		16.94%	51.80%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	CDD (ADD I - I'	FU SER	FFY 2017 <sup>1</sup>		RESERVATION OF THE RESERVATION O	Previou	s Results
Re	SPP/APR Indicators sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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
A	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	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
	COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	CDD/ADD India		THE PARTY NAMED IN	FFY 2017 <sup>1</sup>			Previou	s Results
Re	SPP/APR Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met			FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 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 ≤ 40% of the day (MD SSIS LRE C)  COMAR 13A.05.01.10		≤ 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		≤ 5.69%	5.63%	Met	Target met, no further action required.	5.82%	5.99%
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10	to the first of the second of the first of the second of t	≥ 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: Se COMAR 13A.05.01.10	eparate School or Class	≤ 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%
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	65.43%	NA	New Baselines and Targets for FFY 2017. No action required.	71.09%	75.75%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	52.88%	NA	New Baselines and Targets for FFY 2017. No action required.	62.26%	68.02%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY :	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017 <sup>1</sup>			Previous Results	
R	Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition and use of knowledge and skills  COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.12%	70.27%	NA	New Baselines and Targets for FFY 2017. No action required.	69.55%	73.66%
7B		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	1. Exits with substantial growth	≥71.40%	73.33%	NA	New Baselines and Targets for FFY 2017. No action required.	76.36%	74.46%
	meet their needs.  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%
0	Parent Survey	Age 3-5	≥84.00%	87.00%	Met	Target met, no further action required.	85.00%	50.00%
8		Age 6-21	≥71.00%	74.00%	Met	Target met, no further action required.	72.00%	41.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥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%	71.63%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	018) Part B	Indicators		
SPP/APR Indicators				FFY 2017 <sup>1</sup>		Action Required	Previous Result	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	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	144	Met		1.37	0.73
	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	Black/African American	< 2.00	5.24	Not Met		5.91	6.44
		Native Hawaiian/Pacific Islander	< 2.00	- 11	Met		0.00	0.00
4B (Ages 6-21)		White	< 2.00	-127	Met		0.48	0.37
		2 or more races	< 2.00		Met		5.73*	4.36
							1.41	1.50
		Hispanic/Latino	< 2.00	0.72	Met			
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017 <sup>1</sup>		Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.18	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.23	1.31
	ages 6-21 special education of racial groups as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00	0.50	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.	0.44	0.44
		Black/African American	< 2.00	1.29	Met		1.23	1.23
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	0.97	Met		0.92	0.88
		White	< 2.00	0.93	Met		0.90	0.90
		2 or more races	< 2.00	0.81	Met		0.80	0.78
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	1.21	Met		1.11	1.13

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	10 70 70 70		VERY PE		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	THE RESIDENCE OF THE PARTY OF T
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		1.00			1.67	1	No <b>Disproportionality</b> was identified. No further actions are required at this time.
	(≥2.0) in disability categories by race as a result of inappropriate identification	Asian	0.62	0.23	0.25	0.67	0.32	0.93	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
		Black/African American	1.93	1.13	1.85	0.97	1.52	1.27	be consistent with the change to significant disproportionality.  Minimum cell and N-sizes are 5 and 20, respectively.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander			(#F))			-	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	category Cell size ≥ 5 N-size is ≥ 20	White	0.54	0.74	1.23	1.05	1.30	1.38	
	* Cell size < 5 or N size is <	2 or more races	0.70	0.61	1.22	1.02	0.98	1.05	
	20 COMAR 13A.08.01.21	Hispanic/Latino	1.20	1.98	0.70	1.17	0.82	0.57	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017	18) Part B I	Action Required	Previous	Results
Results Indicator Compliance Indicator		State Target	Local Results	Target Met	Action Required	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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Montgomery County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	Ot	ther Data	Considera	ations		
SPP/APR Indicators	100	FFY 2017 <sup>1</sup>		Action Required	Previous Result	
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

 <sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated.
 Montgomery County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services



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:

- 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).
- 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 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, 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 evidencebased 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,

Jarcella E. Franczkowski Marcella E. Franczkowski, M.S. Assistant State Superintendent Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

Karen B. Salmon, Ph.D. C:

Carol A. Williamson, Ed.D.

Trinell Bowman **Branch Chiefs** 

			FFY	2017 (SFY 2	018) Part B	Indicators			
	SPP/APR in	dicators		FFY 2017			Previou	ous Results	
R	esults Indicator C	ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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 dro leaver rate based on lag 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%	
	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	
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA	
	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%		
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05		≥ 95.00%	99.10%	Met	Target met, no further action required.	97.15%	97.50%	

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Prince George's County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

				FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicato	re		FFY 2017			Previou	s Results
Resul			ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
P	tate Assessment:	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.	8.14%	8.57%
ag	hildren with IEPs gainst grade level, nodified and	,	Reading	≥ 21.33%	5.97%	Not Met	evidence based practices improve student results.	6.06%	7.17%
al	Iternate academic chievement	4	Mathematics	≥ 18.23%	6.78%	Not Met		7.15%	5.60%
st	tandards		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%
C		6	Mathematics	≥ 22.63%	6.63%	Not Met		4.65%	3.24%
	¥3		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%
1000	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Reading	≥ 33.83%	4.93%	Not Met		3.60%	3.61%
C		MAR	Mathematics	≥ 56.09%	4.97%	Not Met		18.27%	25.159
		11.5	Reading	≥ 50.53%	8.08%	Not Met		12.17%	21.54

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Prince George's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators	Section 1	FFY 2017			Previou	s Results
Resu	ults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	3.67	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.	3.58	4.39
-	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.	2.41	2.66

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Prince George's County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 20	018) Part B	Indicators		Se Sec
	SPP/APR Indic	ntove		FFY 2017		THE RESERVE OF THE PARTY OF THE	Previou	s Results
R	Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is ≥ 80% of the	≥ 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	COMAR 13A.05.01.10		≤ 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		≤ 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: Se childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	65.07%	Met	Target met, no further action required.	64.39%	59.51%
6B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	14.84%	Met	Target met, no further action required.	16.91%	25.68%
H	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	74.57%	NA	New Baselines and Targets for FFY 2017. No action required.	60.98%	69.09%
7.A	skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	52.38%	NA	New Baselines and Targets for FFY 2017. No action required.	49.55%	59.14%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Prince George's County Annual Data FFY 2017
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Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	018) Part B	Indicators		E 3735
	SPP/APR Indic			FFY 2017		HE THE RESIDENCE OF THE STATE O	Previou	s Results
Re	The second secon	npliance Indicator	r State Target F		Target Met	Action Required	FFY 2016	FFY 2015
70	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	83.16%	NA	New Baselines and Targets for FFY 2017. No action required.	80.65%	68.49%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	51.54%	NA	New Baselines and Targets for FFY 2017. No action required.	46.53%	45.35%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.40%	73.96%	NA	New Baselines and Targets for FFY 2017. No action required.	71.73%	66.84%
7C	appropriate behavior to meet their needs.  COMAR 13A.13.01.09	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%
8		Age 6-21	≥71.00%	63.00%	Not Met	These data reflect baseline data and the revised target.	66.00%	37.00%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were:	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%
	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%	68.27%	Met	Target met, no further action required.	66.28%	47.65%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Prince George's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato			FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 201
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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	0.00	2.69
	by race/ethnicity  Discrepancy exists in the category Cell size $\geq 5$ N-size is $\geq 20$ $  Bl   An$ $  An$	Asian	< 2.00		Met	30 days from the date of this letter; identify the root causes and evidence based practices to improve student results.	0.59	1.53
		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	4.07	4.87
		Native Hawaiian/Pacific Islander	< 2.00	75.	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.00	0.00
4B	* Cell size < 5 or N size is < 20	* Cell size < 5 or White < 2.00 0.69	0.69	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.27	1.03	
4B Ages (-21)	* No suspension of disabled or	2 or more races	< 2.00	1.53	Met		1.89	6.25
-21)	students	nondisabled students						- 53
		Hispanic/Latino	< 2.00	0.32	Met		0.87	1.00
	COMAR 13A.08.01.21							

 <sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated.
 Prince George's County Annual Data FFY 2017
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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 20	18) Part B			
	SPP/APR Indicate			FFY 2017		Action Required	Previou	s Result
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 201
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.22	Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.13	1.18
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.59	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	2016 201	
	inappropriate identification	Black/African American	< 2.00	1.35	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.03	1.0
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.38	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.43	0.30
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	1.22	1.22 Met	1.36	1.39	
	N size is < 20	2 or more races	< 2.00	1.04	Met		0.85	0.38
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.72	Met		0.67	0.7

Local results are based on current data unless otherwise indicated.
 Prince George's County Annual Data FFY 2017
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 Division of Early Intervention and Special Education Services

			ALL SHARE	Contractor F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	A CONTRACTOR OF THE PARTY OF TH
	SPP/APR Indicators  Compliance Indicator  FFY 2016 results: American		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	Disproportionate representation	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
	(≥2.0) in disability categories by race	Asian	0.50	0.30	0.25	0.62	0.23	1.31	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.
	as a result of inappropriate identification	Black/African American	1.67	1.13	3.27	1.41	1.90	1.74	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to significant disproportionality.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander		0.49			-		Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.63	0.92	1.52	1.80	1.25	1.73	2017 determination effects.
	* Cell size < 5 or N size is <	2 or more races	0.83	0.94	1.39	1.44	0.75	1.44	
	20 COMAR 13A.08.01.21	Hispanic/Latino	0.66	0.98	0.21	0.58	0.52	0.40	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Prince George's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### **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 20	017 (SFY 20	18) Part B I	ndicators		-
	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	s Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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	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 1year of this letter.	98.6%	98.4%
	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.		

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.

Prince George's County Annual Data FFY 2017

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

#### Prince George's County Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

SPP/APR Indicators		FFY 2017		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

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

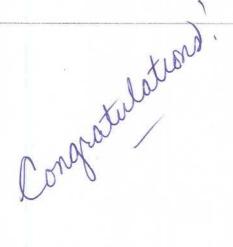


#### Karen B. Salmon, Ph.D.

State Superintendent of Schools

May 1, 2019

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



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:

- 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).
- 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 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 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 evidencebased 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.

arcella E. Franczkowski Marcella E. Franczkowski, M.S. Assistant State Superintendent

Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

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

		TO HAND DE LES	99FFY	2017 (SFY	2018) Part	B Indicators		
	SPP/APR Indi	cators		FFY 2017 <sup>1</sup>		THE PARTY OF THE P	Previou	s Results
Re		mpliance Indicator	tor State Local Target Action Required Target Results <sup>1</sup> Met		Action Required	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 dropp leaver rate based on lag of COMAR 13A.08.01.07	oing out (ESSA Option 2 data for 2016-2017)	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤ 3.00%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.10%	Met	Target met, no further action required.	99.22%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.30%	Met	Target met, no further action required.	99.22%	99.20%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

				FFY	2017 (SFY 2	2018) Part B	Indicators		
	SPP/APR In	dicato	re .		FFY 2017 <sup>1</sup>		Hardy and the second state of the	Previou	s Results
Re	The state of the s		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	22.67%	Met	Target met in math for 3rd grade.	26.92%	15.69%
	children with IEPs against grade level, modified and		Reading	≥ 21.33%	13.16%	Not Met	Target not met in reading for 3rd grade, reading and math for the 4 <sup>th</sup> grade through the 8th grade and high school. S Submit an Improvement Plan	14.10%	11.54%
	alternate academic	4	Mathematics	≥ 18.23%	15.00%	Not Met	within 30 days from the date of this letter; identify the root causes and evidence based practices	13.11%	11.29%
	standards	4	Reading	≥ 23.83%	18.75%	Not Met	improve student results.	13.11%	11.29%
		5	Mathematics	≥ 20.93%	19.70%	Not Met		7.81%	19.48%
		3	Reading	≥ 26.33%	15.15%	Not Met		4.69%	10.39%
3C		6	Mathematics	≥ 22.63%	6.06%	Not Met		12.82%	5.71%
		0	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	Q	Mathematics	≥ 26.03%	5.00%	Not Met	9	17.91%	2.50%
		8	Reading	≥ 33.83%	6.67%	Not Met		13.43%	3.75%
		1AR	Mathematics	≥ 56.09%	9.38%	Not Met		36.84%	46.34%
		110	Reading	≥ 50.53%	18.75%	Not Met		5.26%	48.78%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		FFY	2017 (SFY 20	018) Part B	Indicators		
AT THE	SPP/APR Indicators		FFY 2017 <sup>1</sup>			Previou	s Results
R	esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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.  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.	13.35*	2.87*
4A	Single suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * 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.  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.	*_	*

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	THE REPORT OF THE PARTY.	A SECRETARIAN DE	FFY 2	2017 (SFY 2	018) Part B	Indicators	10.500 700	Sall Land
	SPP/APR Indic	ators		FFY 2017 <sup>1</sup>		PER SALES AND SERVICE SERVICE	Previou	s Results
Re		npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A) 5COMAR 13A.05.01.15	e LRE is ≥ 80% of the	≥ 70.40%	87.64%	Met	Target met, no further action required.	90.08%	90.64%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A,05.01.10	LRE is $\leq 40\%$ of the	≤ 11.26%	7.34%	Met	Target met, no further action required.	6.57%	6.07%
5C	Students aged 6-21 whose public/private day and res home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	idential facilities and	≤ 5.69%	1.29%	Met	Target met, no further action required.	0.90%	0.76%
6A	Students aged 3-5 LRE: S childhood setting the major COMAR 13A.05.01.10		≥ 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: S COMAR 13A.05.01.10	eparate School or Class	≤ 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	1. Exits with substantial growth	≥68.53%	78.26%	NA	New Baselines and Targets for FFY 2017. No action required.	86.67%	91.67%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	62.50%	NA	New Baselines and Targets for FFY 2017. No action required.	80.00%	75.00%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	ARCHITECTURE OF THE PARTY OF TH	R. L. A. St. L. Co.	FFY	2017 (SFY 20	18) Part B	Indicators		
	CDD /ADD India			FFY 2017 <sup>1</sup>		Constitution of the second	Previou	Results
Re	SPP/APR Indicesults Indicator Con	ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
70	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%
7B	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%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	80.00%	NA	New Baselines and Targets for FFY 2017. No action required.	94.44%	66.67%
7C	meet their needs.  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%
.0		Age 6-21	≥71.00%	77.00%	Met	Target met, no further action required.	68.00%	35.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	80.65%
	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	85.48%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	THE PARTY OF THE PARTY OF		FFY	2017 (SFY 20	18) Part B	Indicators		
. 63	SPP/APR Indicate	rs	BARRE	FFY 2017 <sup>1</sup>		Action Required	Previou	s Results
Results	s Indicator 📉 Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy ( $\geq 2.0$ ) in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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
		Black/African American	< 2.00		Met		70.24*	8.45*
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00		Met		3.47*	1.23
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	23.1*
	nondisabled students	Hispanic/Latino	< 2.00				54.22*	0.00
					Met			
	COMAR 13A.08.01.21							

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Queen Anne's County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

	TOTAL CONTRACTOR	THE REAL PROPERTY.	FFY	2017 (SFY 20	18) Part B	Indicators		P. Lewis
	SPP/APR Indicate	ors		FFY 2017 <sup>1</sup>		Action Required	Previou	s Results
Results	s Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	0.95	0.87
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.95	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.69	0.74
		Black/African American	< 2.00	1.81	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	1.95	1.80
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	-	Met		14.56*	3.73*
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.86	Met		0.65	0.71
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.86	Met	* · · · · · · · · · · · · · · · · · · ·	0.86	0.85
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.84	Met		0.56	0.66

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

		THE RESERVE	auditate	NOR ALE	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Inc		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							<b>Disproportionality</b> for Black/African American students with Intellectual Disabilities and Specific Learning Disabilities was identified. Submit an Improvement Plan within 30 days from
	(≥2.0) in disability categories by race	Asian		22			-	<del>19</del>	the date of this letter. Identify the root causes and evidence- based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	4.45	2.42		1.42	0.95	1.69	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander		77			6. <del>7.5</del> .0		PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.69	0.75	0.70	1.05	0.90	1.01	
	* Cell size < 5 or N size is < 20	2 or more races		0.65	:		1.97		
	COMAR 13A.08.01.21	Hispanic/Latino	\ <del></del>	0.89	3 <b></b> -	1.05	0.54		

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		FFY 20	017 (SFY 20	18) Part B I			
	SPP/APR Indicators		FFY 2017	1 2 1 5	Action Required	Previous Resul	
Result	s 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%	97.809
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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	Ot	her Data	Consider:	ations		
SPP/APR Indicators		FFY 2017 <sup>1</sup>		Action Required	Previou	s 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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Queen Anne'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. James Scott Smith Superintendent St. Mary's County Public Schools 23160 Moakley Street, Suite 109 Leonardtown, Maryland 20650

Dear Dr. Smith:

Congratulations

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:

- 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).
- 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. Trancykowski 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

			E DE N	2017 (SFY 2 FFY 2017	,		Previou	s Results
Re	SPP/APR Inc esults Indicator C	dicators ompliance Indicator	State Local Targ		Target Met	Action Required	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  Students with IEPs dropping out (ESSA Option 2		≥ 68.14%	69.61%	Met	Target met, no further action required.	72.29%	70.93%
2	Students with IEPs drop leaver rate based on lag COMAR 13A.08.01.07	data for 2016-2017)	≤ 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
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	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%	
3В	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.50%	Met	Target met, no further action required.	98.58%	99.21%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 St. Mary's County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 2	018) Part B	Indicators		
SPP/APR In	dicato	re	15,25	FFY 2017			Previou	s Results
		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
State Assessment: Proficiency rate for	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.	12.59%	12.00
children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	7.04%	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.	9.15%	8.73%
alternate academic achievement	4	Mathematics	≥ 18.23%	12.35%	Not Met	evidence based practices improve student results.	8.92%	8.11%
standards	4	Reading	≥ 23.83%	8.64%	Not Met		9.55%	8.059
	5	Mathematics	≥ 20.93%	10.56%	Not Met		10.49%	12.20
	3	Reading	≥ 26.33%	8.13%	Not Met		9.09%	8.489
		Mathematics	≥ 22.63%	5.43%	Not Met		9.38%	7.099
	6	Reading	≥ 28.83%	9.23%	Not Met		6.21%	2.829
	7	Mathematics	≥ 24.33%	9.87%	Not Met		6.58%	7.639
		Reading	≥ 31.33%	11.76%	Not Met		7.24%	9.029
	8	Mathematics	≥ 26.03%	10.40%	Not Met		11.76%	14.84
COMAR 13A.05.11.05 COMAR		Reading	≥ 33.83%	6.50%	Not Met	x	9.24%	9.609
	Н	Mathematics	≥ 56.09%	8.00%	Not Met		25.84%	45.16
1311.03.00.03	13A.03.06.05 HS	Reading	≥ 50.53%	4.05%	Not Met		9.20%	31.15

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. St. Mary's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### St. Mary's County

#### Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

	CDD / A DD I - di - t		FFY 2017			Previou	s Results
Res	SPP/APR Indicators ults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	2.17	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.	0.00	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	≤ 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						

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 St. Mary's County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

				2017 (SFY 20 FFY 2017		The control of the co	Droview	s Results
Re	SPP/APR Indicesults Indicator Com	ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	74.33%	Met	Target met, no further action required.	75.78%	76.98%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05,01.10	LRE is $\leq 40\%$ of the	≤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 public/private day and reshome and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	idential facilities and	≤ 5.69%	2.08%	Met	Target met, no further action required.	2.19%	2.28%
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10	[1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	≥ 64.90%	79.41%	Met	Target met, no further action required.	84.28%	80.43%
6B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	0.49%	Met	Target met, no further action required.	0.48%	0.43%
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	77.05%	NA	New Baselines and Targets for FFY 2017. No action required.	46.34%	68.70%
7A	skills	2. Exits within age expectations	≥52.75%	28.57%	NA	New Baselines and Targets for FFY 2017. No action required.	13.33%	70.73%
	COMAR 13A.13.01.09							

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

			FFY	2017 (SFY 20	018) Part B	Indicators		
	CDD/ADD India		FFY 2017		Action Required	Previous Results		
Re	SPP/APR Indicators  Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>		Target Met	FFY 2016	FFY 2015
an.	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.	50.00%	63.64%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	30.00%	NA	New Baselines and Targets for FFY 2017. No action required.	13.33%	48.78%
	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥71.40%	87.69%	NA	New Baselines and Targets for FFY 2017. No action required.	43.90%	65.38%
7C	appropriate behavior to meet their needs.  COMAR 13A.13.01.09	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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were:	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	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%	72.82%	Met	Target met, no further action required.	78.26%	61.62%

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St. Mary's County Annual Data FFY 2017

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

			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017		Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	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  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	Black/African American	< 2.00		Met		0.00	0.00
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
(Ages 6-21)		White	< 2.00		Met		0.00	0.00
		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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#### St. Mary'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 20	18) Part B	Indicators		
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	1.06	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.12	1.92
	ages 6-21 special education of racial groups as a result of inappropriate identification  ☐ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00	0.41	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.	0.25	0.34
		Black/African American	< 2.00	1.48	Met		1.62	1.61
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		0.35	0.59
		White	< 2.00	0.82	Met		0.81	0.84
		2 or more races	< 2.00	1.14	Met		1.03	1.05
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.82	Met		0.81	0.73

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					FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		**			-		<b>Disproportionality</b> for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter.
	(≥2.0) in disability categories by race	Asian				0.81			Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	2.08	1.80	1.74	1.02	1.50	0.91	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander			77		NAME:		PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.61	0.69	0.84	1.13	0.87	0.92	
	* Cell size < 5 or N size is < 20	2 or more races	1.32	0.99	1.29	0.94	1.20	1.37	
	COMAR 13A.08.01.21	Hispanic/Latino	0.74	1.01	- 12	0.62	0.54	1.43	

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

	SPP/APR Indicators	FFT Z	017 (SFY 20: FFY 2017	to) Part b i	Action Required	Previou	s Results
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	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%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 St. Mary's County Annual Data FFY 2017
 Maryland State Department of Education
 Division of Early Intervention and Special Education Services

Other Data Considerations									
SPP/APR Indicators	A 17-10	FFY 2017		Action Required	Previous Result:				
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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			

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. St. Mary's County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services





May 1, 2019

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

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 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 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.

Marcella E. Tranczkowski

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

	A CONTRACT AND	The second second	FFY:	2017 (SFY 2	018) Part B	Indicators	Signature 1	TO NOT
	SPP/APR In		7 3	FFY 2017			Previou	s Results
		Compliance Indicator	State Target	The second secon		Action Required	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  Students with IEPs dropping out (ESSA Option 2		≥ 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	leaver rate based on la	g data for 2016-2017)	≤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%
	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
34	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.20%	Met	Target met, no further action required.	99.20%	00 (50)
31	COMAR 13A.05.11.05 COMAR 13A.03.06.05	13A.05.11.05 COMAR Reading		99.60%	Met	Target met, no further action required.	99.06%	99.65%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY:	2017 (SFY 2	018) Part B	Indicators		
SPP/APR In	dicator			FFY 2017		THE RESERVE OF THE PARTY OF THE	Previou	s Results
The second secon		nnce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	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.	16.13%	36.119
children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	17.39%	Not Met	evidence based practices improve student results.	10.00%	28.57%
alternate academic achievement	4	Mathematics	≥ 18.23%	8.57%	Not Met		11.43%	14.819
standards	4	Reading	≥ 23.83%	8.33%	Not Met		16.67%	22.229
	5	Mathematics	≥ 20.93%	7.69%	Not Met		21.43%	11.90
	J	Reading	≥ 26.33%	15.38%	Not Met		21.43%	9.52%
	6	Mathematics	≥ 22.63%	13.04%	Not Met	et 9	11.63%	7.50%
		Reading	≥ 28.83%	26.09%	Not Met	, a	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
	8	Mathematics	≥ 26.03%	17.65%	Not Met		17.24%	8.57%
COMAR 13A.05.11.05 COMAR 13A.03.06.05		Reading	≥ 33.83%	19.23%	Not Met		17.24%	11.119
	HS	Mathematics	≥ 56.09%	0.00%	Not Met		38.46%	36.84
		Reading	≥ 50.53%	0.00%	Not Met		3.85%	35.00

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY 2017			Previou	s Results
Re	SPP/APR Indicators sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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.	2.73	4.19*
	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	0.00

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	THE PERSON NAMED IN COLUMN	THE RESERVED	FFY 2	017 (SFY 20	)18) Part B	Indicators		
	CDD / A DD J I'	A PROPERTY OF		FFY 2017		<b>对于发展的图像是一种发展的图像</b>	Previou	s Results
Re	SPP/APR Indica esults Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	sults¹ Met		FFY 2016	FFY 2015
5A	Students aged 6-21 whose I day (MD SSIS LRE A) COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥70.40%	72.37%	Met	Target met, no further action required.	76.24%	78.17%
5B	Students aged 6-21 whose I day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 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 I public/private day and resid home and hospital facilities  COMAR 13A.05.01.10  COMAR 13A.05.01.16	lential facilities and	≤ 5.69%	0.26%	Met	Target met, no further action required.	1.31%	4.31%
6A	Students aged 3-5 LRE: Ser childhood setting the major 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: Sep COMAR 13A.05.01.10	parate School or Class	≤ 18.10%	9.68%	Met	Target met, no further action required.	22.86%	20.69%
7 1	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	66.67%	NA	New Baselines and Targets for FFY 2017. No action required.	57.14%	100%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	36.36%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	33.33%

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	AL THE SECTION	C STEWART	FFY	2017 (SFY 20	18) Part B	Indicators		
	CDD/ADD India			FFY 2017		[23] FSENELLE FEET WAS	Previou	s Results
<mark>□</mark> R€	SPP/APR Indicator Com	ators pliance Indicator	State Target			Action Required	FFY 2016	FFY 2015
	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%
7B	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	54.55%	NA	New Baselines and Targets for FFY 2017. No action required.	37.50%	0.00%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	85.71%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	50.00%
7C	meet their needs.  COMAR 13A.13.01.09	2. Exits within age expectations	New Baselines and Targets for FFY 2017. No action required.  New Baselines and Targets for FFY 2017. No action required.  Sample of the property of the prope	75.00%	33.33%			
	Parent Survey	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	Small Cell Size	Less than 10
8	* Less than 10 survey responses	Age 6-21	≥71.00%	84.00%	Met	Target met, no further action required.	79.00%	54.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	36.26%
	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	51.52%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato	rs		FFY 2017		Action Required	Previous	s Results
Results		oliance Indicator	State Target		Target Met		Previous Re FFY 2016* 0.00 4.41*	FFY 2015
4	Discrepancy (≥ 2.0) in the rate of suspensions and	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
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met		. 0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Black/African American	< 2.00	10.79	Not Met		4.41*	7.61*
		Native Hawaiian/Pacific Islander	< 2.00		Met		*	*
4B (Ages 6-21)		White	< 2.00		Met		0.91	0.45
	* No suspension of disabled or	2 or more races	< 2.00	-	Met		0.00	0.00
	nondisabled students	Hispanic/Latino	< 2.00			<b>*</b>	0.00	0.00
			/		Met			
	COMAR 13A.08.01.21		<1 - 1					

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

#### **Somerset County**

#### Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

			FFY	2017 (SFY 20	18) Part B	Indicators		
To the	SPP/APR Indicate	ors		FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.00	2.31*
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 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.	0.56	0.56
		Black/African American	< 2.00	1.03	Met		1.28	1.25
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
	Cell size $\geq 5$ N-size is $\geq 20$	White	< 2.00	1.17	Met		1.25	1.22
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.13	Met		1.29	1.12
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.48	Met		0.35	0.41

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	AND DESCRIPTION OF THE PARTY OF	- ASSESSED FOR	du ju		FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native				-		No <b>Disproportionality</b> was identified. No further actions are required at this time.	
	(≥2.0) in disability categories by race	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.
	categories by race as a result of mappropriate dentification	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.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander			**			**	
	category Cell size ≥ 5 N-size is ≥ 20	White	1.12	1.00	1.12	1.46	1.00	1.98	
	* Cell size <	2 or more races		1.68		1.80			
	5 or N size is < 20  COMAR 13A.08.01.21	Hispanic/Latino		0.38				11	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	CDD /ADD Indicators	FFT Z	017 (SFY 201 FFY 2017	Lo) Part D I	Action Required	Provious	s Results
Result	SPP/APR Indicators ts Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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 correction within one year of the previous noncompliance identified in 16-17 noncompliance.	98.51%	98.04%
	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday	1000/	1000/		Target met. No further action required.	1009/	100%
12	COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met		100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements	100%	100%	Met	Target met. No further action required.  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)		*				

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	O	ther Data	Considera	tions		
SPP/APR Indicators	Way to	FFY 2017		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Somerset 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. Kelly L. Griffith Superintendent Talbot County Public Schools P. O. Box 1029 Easton, Maryland 21601



Dear Dr. Griffith:

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

#### Attached please find supporting documents:

- 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).
- 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.

arcella E. Francykowski

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

			FFY 2	2017 (SFY 20	)18) Part B	Indicators		
	SPP/APR Indica	store		FFY 2017			Previou	s Results
Re	The same of the sa	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs gradua diploma - 4 year cohort (E 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 leaver rate based on lag date COMAR 13A.08.01.07		≤ 3.03%	≤3.00%	Met	Target met, no further action required.	≤ 3.00	3.45%
	State Assessment: AMO for disability subgroup in the LEA	MO for Reading	NA	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	MO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	oation rates of dents in all in the LEA  IR In 11.05 IR Reading		98.80%	Met	Target met, no further action required.	98.60%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05			98.80%	Met	Target met, no further action required.	98.64%	97.44%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Talbot County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

			FFY :		018) Part B	Indicators		
SPP/APR In	dicator		STATE OF THE STATE OF	FFY 2017			Previou	s Results
The second secon		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	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.	14.00%	14.639
children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	14.81%	Not Met	evidence based practices improve student results.	16.00%	12.209
alternate academic	4	Mathematics	≥ 18.23%	2.13%	Not Met		10.64%	10.539
standards	4	Reading	≥ 23.83%	8.51%	Not Met		12.77%	7.89%
	5	Mathematics	≥ 20.93%	2.38%	Not Met		7.32%	11.63
<u> </u>		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
COMAR 13A.05.11.05 COMAR	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
	113	Reading	≥ 50.53%	10.53%	Not Met	v ·	7.69%	35.71

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Talbot County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

		Lilator	2017 (SFY 20	18) Part B	mulcators		
	SPP/APR Indicators		FFY 2017			Previou	s Results
Results Indic		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
nondisable Dis Cel N-s  * Cel* No stud	suspensions ( > 10 days ): Disabled vs.  screpancy exists in the category  Il size > 5 size is > 20  Il size < 5 or N size is < 20  suspension of disabled or nondisabled dents  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	0.00*
Single surnondisabl  Dis Cel N-s  * Cel	spensions ( > 10 days ): Disabled vs. led screpancy exists in the category ll size ≥ 5 size is ≥ 20 ll size < 5 or N size is < 20 suspension of disabled or nondisabled dents	≤ 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	*

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Talbot County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

			FFY 2	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato			FFY 2017			Previou	s Results
Re	The state of the s	ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose LR day (MD SSIS LRE A)  COMAR 13A.05.01.10	RE is ≥ 80% of the	≥ 70.40%	. 75.97%	Met	Target met, no further action required.	77.72%	78.44%
5B	Students aged 6-21 whose LR day (MD SSIS LRE C)  COMAR 13A.05.01.10	RE is $\leq 40\%$ of the	≤ 11.26%	8.98%	Met	Target met, no further action required.	9.28%	8.83%
5C	Students aged 6-21 whose LR public/private day and resider home and hospital facilities  COMAR 13A.05.01.10  COMAR 13A.05.01.16		≤ 5.69%	1.70%	Met	Target met, no further action required.	1.59%	0.52%
6A	Students aged 3-5 LRE: Servi childhood setting the majority COMAR 13A.05.01.10		≥ 64.90%	90.24%	Met	Target met, no further action required.	98.65%	98.57%
6B	Students aged 3-5 LRE: Separ COMAR 13A.05.01.10	rate School or Class	≤ 18.10%	0.00%	Met	Target met, no further action required.	0.00%	0.00%
7A	3	. Exits with ubstantial growth	≥68.53%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	72.73%
/A	17.00	. Exits within age xpectations	≥52.75%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	82.35%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
Talbot County Annual Data FFY 2017
Maryland State Department of Education
Division of Early Intervention and Special Education Services

		TOTAL PROPERTY.	FFY:	2017 (SFY 20:	18) Part B	Indicators		
	SPP/APR Indica	ators		FFY 2017	E DATE		Previous	s Results
Re	The state of the s	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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%
7B	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%
	Students aged 3-5 demonstrate use of appropriate behavior to	demonstrate use of 1. Exits with	≥71.40%	100%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	83.33%
7C	meet their needs.  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%
	Parent Survey	Age 3-5	≥84.00%	100%	Met	Target met, no further action required.	100%	50.00%
8		Age 6-21	≥71.00%	73.00%	Met	Target met, no further action required.	73.00%	72.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	Small cell size	Met	No further action required.	Small cell size	51.72
	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	62.07%

Local results are based on current data unless otherwise indicated.
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			FFY	2017 (SFY 20	18) Part B	Indicators		
THE	SPP/APR Indicato	rs	NE BUS	FFY 2017		Action Required	Previou	s Results
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
	expulsions of students ages 6-21 with IEPs by race/ethnicity  Discrepancy exists in the category  Calling S f	Asian	< 2.00		Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.00	0.00
			< 2.00	-	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.00	11.50
4B		Hawaiian/Pacific	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	*_	*
(Ages 6-21)		White	< 2.00		Met		2.06*	0.98
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	0.00
	nondisabled students	Hispanic/Latino						
	COMAR 13A.08.01.21	< 2.00 Met		0.00	0.00			

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			FFY	2017 (SFY 20	18) Part B	Indicators		10 2 10
	SPP/APR Indicate	ors		FFY 2017		Action Required	Previous Resul	
Results	s Indicator Comp	oliance Indicator	liance Indicator State I Target Re		Target Met		FFY 2016	FFY 201
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	0.00	0.00
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	1.07	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.34	0.22
	inappropriate identification	nappropriate Black/African	< 2.00	1.58	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.74	1.66
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.95	Met		0.94	0.93
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.52	Met		0.47	0.66
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.78	Met		0.62	0.71

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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		TOTAL TO	AL PROPERTY.	FFY	2017¹ (SF	Y 2018) Part	B Indicato	rs	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native						-	Disproportionality for Asian students with Speech and Language Impairments, Black/African American students with Intellectual Disabilities, and White
	(≥2.0) in disability categories by race	Asian				2.07			students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and
	as a result of inappropriate identification	Black/African American	3.98	1.83		1.71	1.03	1.17	evidence-based practices targeted to improve student results.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander		<del></del> (:	HH.				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
	category Cell size ≥ 5 N-size is ≥ 20	White	0.38	1.06	2.73	0.67	1.22	1.75	and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	* Cell size < 5 or N size is <	2 or more races				0.71	; <del></del>		11-1 2017 determination criteria.
	20 COMAR 13A.08.01.21	Hispanic/Latino		0.62		1.08	0.92		

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	s Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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  Percentage of eligible children exiting Part C at age 3 who have an IEP in effect	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 1year 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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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COR (ARRIVE)	1	ther Data	Considera		Previous	. Docultu
SPP/APR Indicators	The Ball	FFY 2017		Action Required		AND DESCRIPTION
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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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



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:

- 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
- 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).
- 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.

Marcella E. Franczkowski

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** 

			FFY:	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicators	A TOTAL	FFY 2017	1000		Previous Results	
Re		ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
Ī.	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 dro leaver rate based on la COMAR 13A.08.01.0	•	≤ 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.40%	Met	Target met, no further action required.	99.40%	
3B	COMAR 13A.05.11.05 COMAR	Reading	≥ 95.00%	97.20%	Met	Target met, no further action required.	98.83%	99.05%

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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		THE PART	the property of the	FFY:	2017 (SFY 2	018) Part B	Indicators	ALE STATE	CE 10 55
	SPP/APR In	dicator			FFY 2017			Previous Result	
Res	NAME OF TAXABLE PARTY.		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 201
	State Assessment: Proficiency rate for	2	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.	8.70%	7.19%
	against grade level,	3	Reading	≥ 21.33%	7.69%	Not Met	the date of this letter; identify the root causes and	8.70%	2.90%
	alternate academic achievement	4	Mathematics	≥ 18.23%	10.67%	Not Met	evidence based practices improve student results.	9.03%	7.329
	standards	4	Reading	≥ 23.83%	8.00%	Not Met		6.49%	4.919
		5	Mathematics	≥ 20.93%	9.38%	Not Met		9.09%	7.05
		3	Reading	≥ 26.33%	7.50%	Not Met	T I	7.83%	5.139
		Mathematics $\geq 18.58\%$ 9.62% Not Met 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. Mathematics $\geq 23.83\%$ 8.00% Not Met Reading $\geq 23.83\%$ 8.00% Not Met Reading $\geq 26.33\%$ 7.50% Not Met Reading $\geq 26.33\%$ 7.50% Not Met Reading $\geq 26.33\%$ 7.50% Not Met Reading $\geq 26.33\%$ 12.57% Not Met Reading $\geq 28.83\%$ 13.14% Not Met Reading $\geq 24.33\%$ 12.26% Not Met Reading $\geq 31.33\%$ 14.29% Not Met Reading $\geq 31.33\%$ 14.29% Not Met Reading $\geq 31.33\%$ 14.88% Not Met Reading $\geq 33.83\%$ 14.88% Not Met	Mathematics	≥ 22.63%	12.57%	Not Met		7.10%	9.15
			5.81%	6.10					
		7	Mathematics	≥ 24.33%	12.26%	Not Met		14.71%	6.719
			Reading	≥ 31.33%	14.29%	Not Met		15.29%	8.489
		8	Mathematics	≥ 26.03%	19.53%	Not Met		9.41%	11.11
	COMAR		Reading	≥ 33.83%	14.88%	Not Met		8.82%	9.839
-	13A.05.11.05 COMAR 13A.03.06.05	HS	Mathematics	≥ 56.09%	5.41%	Not Met		42.26%	51.30
		110	Reading	≥ 50.53%	12.16%	Not Met		13.07%	29.59

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017
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		FFY 2	2017 (SFY 20	18) Part B	Indicators		
	SDD /ADD In disatous		FFY 2017	1		Previo	us Results
Re	SPP/APR Indicators sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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.	*_	2.30*
IA.	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						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017
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	<b>可以</b>		FFY 2	2017 (SFY 20	018) Part B	Indicators	TOLD S	THEFT
	SPP/APR Indicat			FFY 2017			Previou	s Results
Re	The second secon	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose L day (MD SSIS LRE A) COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	77.91%	Met	Target met, no further action required.	77.93%	78.57%
5B	Students aged 6-21 whose L day (MD SSIS LRE C) COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 11.26%	11.32%	Not Met	Target met, no further action required.	10.99%	10.28%
5C	Students aged 6-21 whose L public/private day and resid home and hospital facilities  COMAR 13A.05.01.10  COMAR 13A.05.01.16	lential facilities and	≤ 5.69%	5.16%	Met	Target met, no further action required.	5.57%	6.37%
6A	Students aged 3-5 LRE: Ser childhood setting the majori COMAR 13A.05.01.10		≥ 64.90%	71.59%	Met	Target met, no further action required.	68.30%	71.27%
6В	Students aged 3-5 LRE: Sep COMAR 13A.05.01.10	parate School or Class	≤ 18.10%	7.25%	Met	Target met, no further action required.	7.62%	4.00%
	0	Exits with substantial growth	≥68.53%	69.33%	NA	New Baselines and Targets for FFY 2017. No action required.	62.50%	66.67%
7A	skills	2. Exits within age expectations	≥52.75%	59.81%	NA	New Baselines and Targets for FFY 2017. No action required.	49.02%	54.24%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017
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		A STATE OF THE PARTY OF THE PAR	FFY :	2017 (SFY 20	18) Part B	Indicators	STATE OF THE PARTY OF	Seatty
	CDD/ADD Indi			FFY 2017	5,497,25		Previou	s Results
Re	SPP/APR Indicators  Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	Students aged 3-5 demonstrate acquisition	1. Exits with substantial growth	≥72.12%	76.29%	NA	New Baselines and Targets for FFY 2017. No action required.	67.05%	70.00%
7B	and use of knowledge and skills COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	50.47%	NA	New Baselines and Targets for FFY 2017. No action required.	42.16%	50.85%
	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%	62.34%	NA	New Baselines and Targets for FFY 2017. No action required.	67.14%	68.89%
7C		2. Exits within age expectations	≥59.23%	57.01%	NA	New Baselines and Targets for FFY 2017. No action required.	54.90%	55.93%
0	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%
8		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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the	A. Higher ED w/in 1 year of leaving HS	≥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%
14	time they left school, and were:	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%	56.90%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

W. Tark			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators Results Indicator Compliance Indicator		1	FFY 2017		Action Required	Previous Result		
		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Discrepancy ( $\geq 2.0$ ) in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.  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
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	Asian	< 2.00		Met		*_	0.00
		Black/African American	< 2.00		Met		*_	12.70
		Native Hawaiian/Pacific Islander	< 2.00	-	Met		*_	0.00
4B (Ages 6-21)		White	< 2.00		Met		*_	0.00
		2 or more races	< 2.00	5 <u></u>	Met		*_	0.00
		Hispanic/Latino						
			< 2.00		Met		*	0.00
	COMAR 13A.08.01.21							

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		A STATE OF THE STA	FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators				FFY 2017		Action Required	Previous Result	
Results	Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	<b>Disproportionality</b> in the identification of SWD by race or ethnicity was not identified. No further action required.	1.16	1.02
	ages 6-21 special education of racial groups as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20  COMAR 13A.08.01.21	Asian	< 2.00	0.44	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.	0.47	1.49
		Black/African American	< 2.00	1.39	Met		1.52	1.53
9 (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00		Met		2.88*	2.27
		White	< 2.00	1.01	Met		0.91	0.90
		2 or more races	< 2.00	0.90	Met		0.84	0.79
		Hispanic/Latino	< 2.00	0.71	Met		0.68	0.71

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

100		TOTAL SEE	STATE OF	o think the F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	THE RESERVE ASSESSMENT OF THE PROPERTY OF
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							No <b>Disproportionality</b> was identified. No further actions are required at this time.
	(≥2.0) in disability categories by race.  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size <	Asian			( <del>***</del> )	0.68	0.44	1.04	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	1.88	1.49	1.16	1.09	1.40	1.38	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
10		Native Hawaiian/ Pacific Islander		••		NT.		) <del>==</del> :	2017 determination enteria.
		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	
	5 or N size is < 20 COMAR 13A.08.01.21	Hispanic/Latino	0.82	0.78	0.50	0.80	0.60	0.51	

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		FFY 20	017 (SFY 201	.8) Part B I	ndicators		
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2017			Action Required	Previous Result	
		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 201
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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington County Annual Data FFY 2017
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Other Data Considerations										
The State of	SPP/APR Indicators	F147-51	FFY 2017		Action Required	Previous Result				
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	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			

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Washington 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. Donna C. Hanlin Superintendent Wicomico County Board of Education P. O. Box 1538 Salisbury, Maryland 21802-1538



Dear Dr. Hanlin:

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

#### Attached please find supporting documents:

- 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
- 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).
- 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.

Marcella E. Franczkowski

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** 

			wFFY	2017 (SFY	2018) Part I	B Indicators		
	CDD/ADD I-			FFY 2017		BITES SERVICE STREET,	Previous	Results
Re	SPP/APR Inc sults Indicator C	ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
ţ	diploma - 4 year cohor 2016-2017) COMAR 13A.03.02.09	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  Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2016-2017)		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		g data for 2016-2017)	≤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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA _
	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%	
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	98.80%	Met	Target met, no further action required.	98.61%	99.32%

<sup>&</sup>lt;sup>1</sup>Local 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

				FFY	2017 (SFY 2	018) Part B	Indicators	-	
	SDD/ADD In	dicato	ve	A SERVICE	FFY 2017			Previou	s Results
Re				State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	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.	25.47%	19.44%
	against grade level,	3	Reading	≥ 21.33%	10.00%	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.	14.29%	10.34%
	alternate academic achievement	1	Mathematics	≥ 18.23%	16.67%	Not Met	evidence based practices improve student results.	12.59%	5.26%
	standards	4	Reading	≥ 23.83%	11.67%	Not Met		9.15%	7.51%
		5	Mathematics	≥ 20.93%	8.45%	Not Met	*-	6.85%	9.85%
	SPP/APR Indicators  Results Indicator Compliance Indicator  State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards  Mathematics ≥ 18.589  Reading ≥ 21.339  Mathematics ≥ 18.239  Reading ≥ 23.839  Mathematics ≥ 20.939  Reading ≥ 26.339  Mathematics ≥ 22.639  Reading ≥ 24.339  Reading ≥ 24.339  Mathematics ≥ 24.339  Reading ≥ 31.339  Mathematics ≥ 26.039  Mathematics ≥ 26.039	≥ 26.33%	3.47%	Not Met		5.48%	8.27%		
3C		6	Mathematics	≥ 22.63%	8.15%	Not Met	Ø	4.92%	8.33%
		U	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%
	COMAR	HS	Mathematics	≥ 56.09%	8.93%	Not Met		31.17%	46.58%
	13A.03.06.03	HS	Reading	≥ 50.53%	7.02%	Not Met		7.89%	33.80%

<sup>&</sup>lt;sup>1</sup>Local 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

		FFY:	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Indicators		FFY 2017			Previou	s Results
Re	esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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	1.05	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.	1.14*	0.67
4A	COMAR 13A.08.03.03						(4)
	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.	0.00	3.58*
	COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local 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

			FFY 2	2017 (SFY 20	018) Part B	Indicators		1 - 5 -
	SPP/APR Indic	ators	MEET	FFY 2017	10 5 5		Previou	s Results
Re		pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	78.52%	Met	Target met, no further action required.	77.52%	77.21%
5B	Students aged 6-21 whose LRE is ≤ 40% of the		≤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		≤ 5.69%	0.19%	Met	Target met, no further action required.	0.87%	0.67%
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	83.55%	Met	Target met, no further action required.	61.24%	54.82%
6B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	0.00%	Met	Target met, no further action required.	0.00%	1.52%
	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth ≥68.539		68.18%	NA	New Baselines and Targets for FFY 2017. No action required.	0.00%	100%
7A	skills	2. Exits within age expectations	≥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 20	)18) Part B	Indicators		
	SPP/APR Indic	ators		FFY 2017		CONTRACTOR OF THE PARTY OF	Previou	s Results
Re		npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
ED	Students aged 3-5 demonstrate acquisition and use of knowledge and skills	1. Exits with substantial growth	≥72.12%	77.27%	NA	New Baselines and Targets for FFY 2017. No action required.	66.67%	100%
7B	COMAR 13A.13.01.09	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.	1. Exits with substantial growth	≥71.40%	65.00%	NA	New Baselines and Targets for FFY 2017. No action required.	50.00%	100%
,,e	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	51.85%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	100%
	Parent Survey	Age 3-5	≥84.00%	*	Met	Target met, no further action required.	82.00%	27.00%
8	* Less than 10 survey responses	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%
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥26.00%	Small cell size	Met	No further action required.	20.24%	10,23%
14	effect at the time they left school, and were:	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%
	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%	Small cell size	Met	No further action required.	75.00%	73.86%

<sup>&</sup>lt;sup>1</sup>Local 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

	SPP/APR Indicato	rs	9.50	2017 (SFY 20 FFY 2017	J16) Part b	Action Required	Previous	Results
Results		liance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action required	FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  Discrepancy exists in the category Cell size > 5 N-size is > 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	days from the date of this letter; identify the root causes and evidence based practices to improve student results.	0.00	0.00
		Black/African American	< 2.00	4.86	Not Met		2.00*	1.19
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		*_	*_
(Ages 6-21)		White	< 2.00		Met		0.14	0.37
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.86	0.00
	nondisabled students	Hispanic/Latino	< 2.00				0.00	0.77
				_	Met		-	
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup> Local 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

			FFY	2017 (SFY 20	18) Part B	Indicators		
The state of the s	SPP/APR Indicate			FFY 2017		Action Required	Previous Resul	
Results	Indicator Com	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.62	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.46	0.49
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.28	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.30	0.30
	inappropriate identification	Black/African American	< 2.00	1.38	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.52	1.51
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.90	Met		0.87	0.89
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.95	Met		0.99	1.02
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.75	Met		0.83	1.80

Local results are based on current data unless otherwise indicated.
 Wicomico County Annual Data FFY 2017
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				F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native				S <del>-1</del> 7	55		<b>Disproportionality</b> 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
	(≥2.0) in disability categories by race	Asian							root causes and evidence-based practices targeted to improve student results.
	categories by race as a result of inappropriate identification	Black/African American	1.95	1.67	2.93	0.94	1.59	0.85	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.
10	Discrepancy exists in the	Native Hawaiian/ Pacific Islander	<del></del> x						PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	category Cell size ≥ 5 N-size is ≥ 20	White	0.62	0.78	0.64	1.13	0.96	1.21	
	* Cell size < 5 or N size is <	2 or more races	0.59	0.71		1.33	0.67	1.37	
	20 COMAR 13A.08.01.21	Hispanic/Latino	0.78	0.83		0.90	0.48	0.74	

 <sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
 Wicomico County Annual Data FFY 2017
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		FFY 20	017 (SFY 201	.8) Part B I	ndicators		
	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	ts Indicator Compliance Indicator	State Target			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%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Wicomico County Annual Data FFY 2017
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		Ot	ther Data (	Consider:	ations		
SPP/APR Indica			FFY 2017		Action Required	Previous	Results
Results Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
Timely correction of (Specific actions req within each Results and Indicator and used to determination status)	uired are embedded and Compliance establish local	100%	100%	Met	Target met. No further action required.	100%	100%
State reported data a accurate. (Specific accurate within eaccurate Compliance Indicate establish local determined to the complex of the comp	ctions required are ch Results and r and used to	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
Number of State con	plaints filed	NA	2	NA	2 complaints withdrawn or resolved. No further action required.	1	NA
Number of State con with violation(s)	plaints identified	NA	0	NA	No further action required.	1	NA
Number of State find complaints corrected		NA	NA	NA	No further action required.	NA	NA
Number of due proce	ess hearings filed	NA	0	NA	No further action required.	0	NA
Number of due proce identified with violat		NA	NA	NA	No further action required.	0	NA
Fiscal Accountability findings identified	: Number of	NA .	0	NA	No further action required.	0	NA
National Assessment Progress (NAEP)	of Educational	NA	NA	NA	Not considered for 2016-2017 Local Determination Status. (See attachment for Statewide Data).	NA	NA

<sup>&</sup>lt;sup>1</sup>Local 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

Dear Mr. Paylor:

Congratulations

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:

- 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);
- FFY 2017 Local Determination Scoring Criteria (provides a six-year graduated results driven accountability plan used to make a local determination by year); and
- 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).
- 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**

Report N	Charles and the same of		FFY	2017 (SFY 2	018) Part l	B Indicators		
				FFY 2017		· · · · · · · · · · · · · · · · · · ·	Previou	s Results
			State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1		AR 13A.03.02.09		72.86%	Met	Target met, no further action required.	76.47%	80.00%
2		data for 2016-2017)	≤ 3.03%	≤ 3.00%	Met	Target met, no further action required.	≤ 3.00%	≤3.00%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	99.50%	Met	Target met, no further action required.	99.80%	00 229/
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	99.20%	Met	Target met, no further action required.	99.57%	99.33%

<sup>&</sup>lt;sup>1</sup>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

			FFY :	2017 (SFY 2	018) Part B	Indicators		
SPP/APR Ir	ndicator	2 0 20		FFY 2017			Previou	s Results
		nnce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	36.69%	Met	Target met in math for the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 6 <sup>th</sup> grade.	34.78%	31.58%
children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	15.38%	Not Met	Target not met in reading in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 6 <sup>th</sup> grade, for reading and math for the 5th grade, for reading and math for 7 <sup>th</sup> and the 8th grade, and for high	30.43%	18.42%
alternate academic achievement	4	Mathematics	≥ 18.23%	22.92%	Met	and math for 7" 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.	14.29%	20.51%
standards		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%
3C	6	Mathematics	≥ 22.63%	26.53%	Met		7.94%	10.14%
		Reading	≥ 28.83%	22.45%	Not Met	39	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%
COMAR 13A.05.11.05		Reading	≥ 33.83%	12.90%	Not Met		15.38%	20.83%
COMAR 13A.03.06.05		Mathematics	≥ 56.09%	7.02%	Not Met		66.15%	71.05%
13A.03.00.03	113	Reading	≥ 50.53%	15.79%	Not Met		39.06%	50.00%

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

### **Worcester County**

## Annual Data on SPP/APR Part B Indicators

Section below the first the section of the section	- Contractor	FFY 2017			Previous	Results
SPP/APR Indicators esults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
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	≤ 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
COMAR 13A.08.03.03						

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

### **Worcester County**

### **Annual Data on SPP/APR Part B Indicators**

			FFY 2	2017 (SFY 20	18) Part B	Indicators		
	COD/ADD In diag			FFY 2017			Previou	s Results
Re	SPP/APR Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A) COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥ 70.40%	81.82%	Met	Target met, no further action required.	82.07%	84.28%
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	≤ 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		≤ 5.69%	5.34%	Met	Target met, no further action required.	5.79%	6.37%
6A	Students aged 3-5 LRE: Se childhood setting the majo COMAR 13A.05.01.10		≥ 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: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	3.74%	Met	Target met, no further action required.	14.03%	18.52%
7.4	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	94.12%	NA	New Baselines and Targets for FFY 2017. No action required.	88.89%	85.75%
7A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	75.00%	NA	New Baselines and Targets for FFY 2017. No action required.	70.59%	81.82%

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## Worcester County Annual Data on SPP/APR Part B Indicators

			FFY 2	2017 (SFY 20	18) Part B	Indicators		
	CDD/ADD India			FFY 2017			Previous	Results
Re	SPP/APR Indicessults Indicator Com	ators opliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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%
7B	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%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	87.50%	NA	New Baselines and Targets for FFY 2017. No action required.	83.33%	89.47%
7C	meet their needs.  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%
o.	Parent Survey	Age 3-5	≥84.00%	89.00%	Met	Target met, no further action required.	76.00%	67.00%
8	Participation of the Control of the	Age 6-21	≥71.00%	79.00%	Met	Target met, no further action required.	80.00%	55.00%
	Percent of youth who are no longer in secondary school, had IEPs in	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%
14	effect at the time they left school, and were:	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%
	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%	100%	Met	Target met, no further action required.	Small cell size	70.83%

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			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicato	rs	ATT PAR	FFY 2017		Action Required	Previous	s Results
Results	Indicator Comp	liance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	0.00	0.00
	expulsions of students ages 6-21 with IEPs by race/ethnicity  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00		Met	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
		Black/African American	< 2.00		Met		3.30*	0.00
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		*	0.00
(Ages 6-21)		White	< 2.00		Met	,	0.00	0.00
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	0.00
	nondisabled students	Hispanic/Latino	< 2.00				0.00	0.00
					Met	f		
	COMAR 13A.08.01.21							

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### **Worcester County**

### Annual Data on SPP/APR Part B Indicators

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate	ors		FFY 2017		Action Required	Previou	s Results
Results	s Indicator Comp	oliance Indicator	ndicator State Target		Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.85	0.53
	ages 6-21 special education of racial groups as a result of inappropriate identification	Asian	< 2.00	0.59	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.	0.61	0.60
		Black/African American	< 2.00	1.41	Met		1.59	1.68
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	3.74*
	Cell size ≥ 5 N-size is ≥ 20	White	< 2.00	0.81	Met	*	0.82	0.78
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	1.02	Met		0.78	0.73
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.92	Met		0.76	0.74

<sup>&</sup>lt;sup>1</sup> 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

		ENUR EN	1000	E STATE OF	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indi	cators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	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.
	$(\geq 2.0)$ in disability categories by race	Asian			i <del>a a</del>				Identify the root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	3.33	1.81	1.58	0.75	1.65	0.72	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.36	0.62	0.72	1.11	0.77	1.38	
	* Cell size < 5 or N size is < 20	2 or more races		0.94		1.15	1.00	0.97	
	COMAR 13A.08.01.21	Hispanic/Latino		1.40		1.21	0.38	: <del></del> :	

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		FFY 2	017 (SFY 20:	18) Part B I	ndicators		
MIG	SPP/APR Indicators		FFY 2017		Action Required	Previous Result	
Result	ts Indicator Compliance Indicator	State Target				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%	99.47%	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%	99.469
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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	O	ther Data (	Considera	ations		
SPP/APR Indicators		FFY 2017		Action Required	Previous	Results
Results Indicator Compliance Indicator	The state of the s		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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June 18, 2019

Mrs. Deborah Grinnage-Pulley Executive Director Juvenile Services Education System Maryland State Department of Education ) eboral 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.

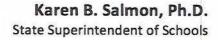
Sincerely,

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 Cuilla





May 1, 2019

Mrs. Deborah Grinnage-Pulley **Executive Director** Juvenile Services Education System Maryland State Department of Education\ elorah 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);
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- 4. DEI/SES Differentiated Framework: Tiers of Supervision and Support (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to 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 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 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 evidencebased 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,

arcella E. Francykowski Marcella E. Franczkowski, M.S. Assistant State Superintendent

Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

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

			FFY 2	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Inc	dicators		FFY 2017			Previou	s Results
		ompliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs gra diploma - 4 year cohor 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	t (ESSA lag data based on	≥ 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 eaver rate based on lag data for 2016-2017)  COMAR 13A.08.01.07  State Assessment:		NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
20	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	NA	NA	Student level data are reported in the LSS of residency.	- NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. JSES Annual Data FFY 2017
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				FFY 2	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR Inc	dicator			FFY 2017			Previou	s Results
Re	•		nce Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	3	Mathematics	≥ 18.58%	NA	NA	Not applicable.	NA	NA
	children with IEPs against grade level, modified and	3	Reading	≥ 21.33%	NA	NA		NA	NA
	alternate academic achievement	4	Mathematics	≥ 18.23%	NA	NA		NA	NA
	standards	4	Reading	≥ 23.83%	NA	NA		NA	NA
		5	Mathematics	≥ 20.93%	NA	NA		NA	NA
		3	Reading	≥ 26.33%	NA	NA		NA	NA
3C		6	Mathematics	≥ 22.63%	NA	NA		NA	NA
		0	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
	COMAR 13A.05.11.05		Reading	≥ 33.83%	NA	NA		NA	NA
	COMAR	HS	Mathematics	≥ 56.09%	NA	NA		NA	NA
		110	Reading	≥ 50.53%	NA	NA		NA	NA

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	FFY 2017 (SFY 2018) Part B Indicators											
	SPP/APR Indicators		FFY 2017			Previous	Results					
Re	sults Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	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					
44	Single suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * 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 ≥ 80% of the day (MD SSIS LRE A)  COMAR 13A.05.01.10	≥ 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 2	017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indica	store		FFY 2017			Previou	Results
E F	Results Indicator Com		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤ 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 public/private day and resi home and hospital facilitie  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		≥ 64.90%	NA	NA	Not applicable.	NA	NA
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	NA	NA	Not applicable.	NA	NA
	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥68.53%	NA	NA	Not applicable.	NA	NA
7A		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 Indica	otors		FFY 2017			Previous Results			
Re	Results Indicator Compliance Indicator			Local Results <sup>1</sup>	Target Met	Action Required	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		
/B	COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	NA	NA	Not applicable	NA	NA		
	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		
7C	COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	NA	NA	Not applicable	NA	NA		
8	Parent Survey	Age 3-5	≥84.00%	NA	NA	Not applicable.	NA	NA		
8	* Less than 10 survey responses	Age 6-21	≥71.00%	*	NA	Submit an improvement plan within 30 days that targets improving the response rate.	NA	NA		
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥26.00%	NA	NA	No further action required.	NA	NA		
14	left school, and were:  COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	NA	NA	No further action required.	NA	NA		
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥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	Results Indicator Compliance Indicator			Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015		
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA		
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00	NA	NA		NA	NA		
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * No suspension of disabled or nondisabled students	Black/African American	< 2.00	NA	NA		NA	NA		
4B (Ages 6-21)		Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA		
0-21)		White	< 2.00	NA	NA		NA	NA		
		2 or more races	< 2.00	NA	NA		NA	NA		
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA		NA	NA		

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			FFY	2017 (SFY 20	18) Part B	Indicators		
SPP/APR Indicators			FFY 2017			Action Required	Previous Results	
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	NA	NA	No further action required.  Methodology for this indicator was changed for	NA	NA
9 (Ages 6-21)	ages 6-21 special education of racial groups as a result of inappropriate identification  Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Asian	< 2.00	NA	NA	FFY 2017 to be consistent with the change to significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.  PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/Pacific Islander	< 2.00	NA	NA		NA	NA
		ize is $\geq 20$   White   $< 2.00$   NA   NA		NA	NA			
		2 or more races	< 2.00	NA	NA		NA	NA
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	NA	NA		NA	NA

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					FFY 2017¹ (SFY 2018) Part B Indicators										
[	SPP/APR Indicators  Compliance Indicator		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action						
		FFY 2016 results: Disproportionate representation	American Indian/Alaska Native							No further action required.					
		(≥ 2.0) in disability categories by race as a result of inappropriate identification	Asian												
			Black/African American												
	10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander												
		Cell size $\geq 5$ N-size is $\geq$ 20	White												
		* Cell size < 5 or N size is < 20	2 or more races			-1		-							
		COMAR 13A.08.01.21	Hispanic/Latino												

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		FFY 20	017 (SFY 20:	18) Part B I	ndicators		
SPP/APR Indicators		FFY 2017			Action Required	Previous Results	
Results	Results Indicator Compliance Indicator		State Local Target Target Results <sup>1</sup> 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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### Juvenile Services Education System Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2017 – June 30, 2018

	Ot	ther Data (	Considera	ntions		
SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Results Indicator Compliance Indicator	State Target	Local Results	Target Met		FFY 2016	FFY 201!
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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	con/ann			FFY 2017			Previou	s Results
Re	SPP/APR Indisults Indicator Co	ncators Empliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs grad diploma - 4 year cohort 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	uating with a regular (ESSA lag data based on	≥ 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 drop leaver rate based on lag COMAR 13A.08.01.07	oping out (ESSA Option 2 data for 2016-2017)	≤ 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%
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	97.10%	Met	Target met, no further action required.	96.50%	05.0004
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	97.70%	Met	Target met, no further action required.	95.73%	95.99%

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				FFY	2017 (SFY 2	018) Part B	Indicators		
	SPP/APR In	dicator	Ac		FFY 2017			Previou	s Results
Re			ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	State Assessment: Proficiency rate for	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.	7.93%	7.12%
	children with IEPs against grade level, modified and	3	Reading	≥21.33%	4.89%	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.	4.94%	5.26%
	alternate academic	4	Mathematics	≥18.23%	7.10%	Not Met	evidence based practices improve student results.	5.02%	5.42%
	standards	4	Reading	≥23.83%	4.75%	Not Met		5.41%	4.12%
		5	Mathematics	≥20.93%	6.52%	Not Met		4.77%	4.59%
		5	Reading	≥26.33%	4.77%	Not Met		3.84%	4.98%
3C	u .	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%
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	8	Mathematics	≥26.03%	6.61%	Not Met		6.01%	5.62%
			Reading	≥33.83%	5.74%	Not Met	3	5.02%	5.84%
		HS	Mathematics	≥56.09%	4.90%	Not Met		14.60%	15.10%
	151.105100105	110	Reading	≥50.53%	6.12%	Not Met		9.93%	11.62%

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	FFY.	2017 (SFY 2	uio) Part B	mulcators		
SPP/APR Indicators		FFY 2017			Previous	s Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
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	5.50	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.	3.19	3.10
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	2.17	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.	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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		AND THE PERSON NAMED IN	FFY 2	2017 (SFY 20	018) Part B	Indicators	THE PARTY	
	CDD/ADD Indice			FFY 2017		TO DESCRIPTION OF THE PARTY OF	Previou	s Results
Re	SPP/APR Indicator Com	pliance Indicator	Target Results <sup>1</sup> Met		Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose day (MD SSIS LRE A)  COMAR 13A.05.01.10	LRE is $\geq$ 80% of the	≥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 day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤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 public/private day and residence and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 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: Se childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	79.05%	Met	Target met, no further action required.	72.97%	72.20%
6B	Students aged 3-5 LRE: Se COMAR 13A.05.01.10	parate School or Class	≤ 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	1. Exits with substantial growth	≥68.53%	68.45%	NA	New Baselines and Targets for FFY 2017. No action required.	63.87%	47.52%
/A =	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	50.59%	NA	New Baselines and Targets for FFY 2017. No action required.	54.75%	47.03%

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated.
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	THE RESERVE	A DESCRIPTION OF THE PARTY OF T	FFY 2	2017 (SFY 20	18) Part B	Indicators		Tary.
	SPP/APR Indic	atour	40.165	FFY 2017			Previou	s Results
Re		npliance Indicator	State Local Target Target Results <sup>1</sup> Met		11 250 -	Action Required	FFY 2016	FFY 2015
35	Students aged 3-5 demonstrate acquisition and use of knowledge	1. Exits with substantial growth	≥72.12%	66.15%	NA	New Baselines and Targets for FFY 2017. No action required.	64.63%	46.20%
7B	and skills  COMAR 13A.13.01.09	2. Exits within age expectations	≥50.87%	49.41%	NA	New Baselines and Targets for FFY 2017. No action required.	50.23%	38.92%
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	69.23%	NA	New Baselines and Targets for FFY 2017. No action required.	66.01%	54.48%
7C	meet their needs.  COMAR 13A.13.01.09	2. Exits within age expectations	≥59.23%	53.33%	NA	New Baselines and Targets for FFY 2017. No action required.	58.37%	53.51%
	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%
8		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%
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they	A. Higher ED w/in 1 year of leaving HS	≥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%
14	left school, and were: COMAR 13A.08.01.07	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%
v	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%	59.83%	Met	Target met, no further action required.	69.10%	51.39%

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			FFY	2017 (SFY 20	)18) Part B	Indicators		
	SPP/APR Indicato			FFY 2017		Action Required	Previou	s Results
Results	s Indicator Comp	oliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 201
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	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	8.82*	12.30
	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 2.00		Met	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.	0.00	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Black/African American	< 2.00	2.85	Not Met		2.95	3.15
4D		Native Hawaiian/Pacific Islander	< 2.00		Met		0.00	0.00
4B (Ages 6-21)		White	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.73	1.13
	* No suspension of disabled or	2 or more races	< 2.00		Met		0.00	2.51
	nondisabled students	Hispanic/Latino	< 2.00				0.39	0.29
					Met			
	COMAR 13A.08.01.21							

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

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate			FFY 2017		Action Required	Previou	s Results
Results	s Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	0.62	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	1.01	0.90
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	0.33	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.32	0.44
	inappropriate identification	Black/African American	< 2.00	1.49	Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	1.37	1.09
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00	0.59	Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.35	0.19
	Cell size $\geq 5$ N-size is $\geq 20$	White	< 2.00	1.00	Met		1.15	1.39
	* Cell size < 5 or N size is < 20	2 or more races	< 2.00	0.57	Met		0.91	1.08
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	0.53	Met		0.55	0.50

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. Baltimore City Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	THE PARTY OF	The state of the s	MEANS!	F	FY 2017 <sup>1</sup>	(SFY 2018)	Part B Indic	ators	
	SPP/APR Ind		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Action Required
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		0.87			0.66		<b>Disproportionality</b> 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
	(≥2.0) in disability categories by race	Asian		0.25		0.47	-	1.08	root causes and evidence-based practices targeted to improve student results.
	as a result of inappropriate identification	Black/African American	1.97	1.64	2.20	0.91	2.04	1.06	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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander					-		PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White	0.69	0.79	0.94	1.36	0.84	1.68	4:
	* Cell size < 5 or N size is < 20	2 or more races	0.41	0.45	0.66	0.71	0.52	0.59	
	COMAR 13A.08.01.21	Hispanic/Latino	0.48	0.59	0.21	0.99	0.33	0.46	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Baltimore City Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services

	SPP/APR Indicators		FFY 2017		Action Required	Previou	s Results
Result	s Indicator Compliance Indicato	r State Target	Local Results <sup>1</sup>	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%	93.719
	COMAR 13A.05.01.06			2	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	et 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			F 400 100			
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%	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.  Subsequent data demonstrated was NOT corrected within one year of the previous noncompliance identified in 16-17. Correction must be demonstrated ASAP.	94.03%	92.60%

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

		Other D	ata Consi	derations		
SPP/APR Indicators	10000	FFY 2017		Action Required	Previous	Results
Results Indicator Compliance Indicator	State Target	Local Results <sup>1</sup>	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

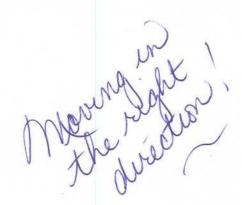
<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. Baltimore City Annual Data FFY 2017 Maryland State Department of Education Division of Early Intervention and Special Education Services





May 1, 2019

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



Dear Dr. Santelises:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each local school system 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:

- 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
- 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).
- 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. Trancykowski
Marcella E. Francykowski
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 Annual Data on SPP/APR Part B Indicators

### Notice of Performance for the Period July 1, 2017 – June 30, 2018

			FFY :	2017 (SFY 20	018) Part B	Indicators		
	SPP/APR Ind	icators		FFY 2017			Previous Result	
F		empliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
1	Students with IEPs grad diploma - 4 year cohort 2016-2017) COMAR 13A.03.02.09 COMAR 13A.05.01.01	uating with a regular (ESSA lag data based on	≥ 68.14%	NA	NA	Student level data are reported in the local school system (LSS) of residency.	NA	NA
2	Students with IEPs drop leaver rate based on lag COMAR 13A.08.01.07	ping out (ESSA Option 2 data for 2016-2017)	≤ 3.03%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
	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
3A	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA	NA		NA	NA
	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	100%	Met	Target met, no further action required.		4. 200
3B	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	100%	Met	Target met, no further action required.	NA NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

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

			FFY	2017 (SFY 2	018) Part E	Indicators		With the last
SPP/APR Ir	ndicato		10.000	FFY 2017			Previou	s Results
		ance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
State Assessment: Proficiency rate for	3	Mathematics	≥18.58%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
children with IEPs against grade level, modified and	,	Reading	≥21.33%	NA	NA		NA	NA
alternate academic achievement	4	Mathematics	≥18.23%	NA	NA		NA	NA
standards	4	Reading	≥23.83%	NA	NA		NA	NA
	5	Mathematics	≥20.93%	NA	NA		NA	NA
	3	Reading	≥26.33%	NA	NA		NA	NA
3C	6	Mathematics	≥22.63%	NA	NA		NA	NA
	0	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
COMAR 13A.05.11.05		Reading	≥33.83%	NA	NA		NA	NA
COMAR 13A.03.06.05	HS	Mathematics	≥56.09%	NA	NA	ti.	NA	NA
		Reading	≥50.53%	NA	NA		NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

#### **SEED School**

### Annual Data on SPP/APR Part B Indicators

Notice of Performance for the Period July 1, 2017 – June 30, 2018

	B. M. S. P. S. S. P. M. S. B. B. B. S. S.	FFY :	2017 (SFY 20	18) Part B	Indicators		
	SDD/ADD Indicators		FFY 2017			Previou	s Results
R	SPP/APR Indicators Results Indicator Compliance Indicator		Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
	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
4A	Single suspensions ( > 10 days ): Disabled vs. nondisabled  □ Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20 * 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.	1.39	3.16
	COMAR 13A.08.03.03						

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

#### **SEED School**

ST. T.			FFY 2	017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indic	atom.		FFY 2017		THE REPORT OF THE PARTY OF THE	Previous	Results
Re		pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
5A	Students aged 6-21 whose LI (MD SSIS LRE A) COMAR 13A.05.01.10	RE is $\geq 80\%$ of the day	≥ 70.40%	92.06%	Met	Target met, no further action required.	95.74%	NA
5B	Students aged 6-21 whose day (MD SSIS LRE C)  COMAR 13A.05.01.10	LRE is $\leq 40\%$ of the	≤11.26%	1.59%	Met	Target met, no further action required.	2.13%	NA
5C	Students aged 6-21 whose public/private day and resi home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16	dential facilities and	≤ 5.69%	0.00%	Met	Target met, no further action required.	0.00%	NA
6A	Students aged 3-5 LRE: So childhood setting the major COMAR 13A.05.01.10		≥ 64.90%	NA	NA	Not applicable.	NA	NA
6B	Students aged 3-5 LRE: So COMAR 13A.05.01.10	eparate School or Class	≤ 18.10%	NA	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional	1. Exits with substantial growth	≥68.53%	NA	NA	Not applicable.	NA	NA
/A	skills COMAR 13A.13.01.09	2. Exits within age expectations	≥52.75%	NA	NA	Not applicable.	NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

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

			FFY:	2017 (SFY 20	18) Part B	Indicators	The state of the s	PART I
	SPP/APR Indic	ators.		FFY 2017			Previou	Results
Re		npliance Indicator	State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2016	FFY 2015
an.	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
7В	COMAR 13A.13.01.09	2. Exits within age expectations	≥50,87%	NA	NA	Not applicable	NA	NA
	Students aged 3-5 demonstrate use of appropriate behavior to	1. Exits with substantial growth	≥71.40%	NA	NA	Not applicable	NA	NA
7C	meet their needs.  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
. 6		Age 6-21	≥70.00%	No data	NA	No Data.	NA	NA
	Percent of youth who are no longer in secondary school, had IEPs in	A. Higher ED w/in 1 year of leaving HS	≥26.00%	NA	NA	No further action required.	NA	NA
14	effect at the time they left school, and were: COMAR 13A.08.01.07	B. Higher ED or employed w/in 1 year of leaving HS	≥52.00%	NA	NA	No further action required.	NA	NA
	COMAR 13A.05.01.09A(3)(a)(ii)	C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	NA	NA	No further action required.	NA	NA

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

#### SEED School

			FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate	irs		FFY 2017		Action Required	Previou	s Results
Results Indicator Compliance Indicator		State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015	
	Discrepancy $(\geq 2.0)$ in the rate of suspensions and	American Indian/Alaska Native	< 2.00		Met	Disproportionality in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.		0.00
7	expulsions of students ages 6-21 with IEPs by race/ethnicity	Asian	< 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.	(HH#);	0.00
	Discrepancy exists in the category Cell size ≥ 5 N-size is ≥ 20  * Cell size < 5 or N size is < 20	Black/African American	< 2.00		Met		1.50	0.55
4B		Native Hawaiian/Pacific Islander	< 2.00		Met		1.000	0.00
(Ages 6-21)		White	< 2.00		Met		0.00	2.69
	* No suspension of disabled or	2 or more races	< 2.00		Met			0.00
	nondisabled students	Hispanic/Latino						
			< 2.00		Met	\$ 8	0.00	0.91
	COMAR 13A.08.01.21							

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

### SEED School

		STORY WEST	FFY	2017 (SFY 20	18) Part B	Indicators		
	SPP/APR Indicate		Winds of the	FFY 2017		Action Required	Previou	s Results
Result	s Indicator Com	pliance Indicator	State Target	Local Results <sup>1</sup>	Target Met		FFY 2016	FFY 2015
	Disproportionate representation (≥ 2.0) in students	American Indian/Alaska Native	< 2.00	-	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required.	0.00	0.00
	ages 6-21 special education of racial groups as a result of	Asian	< 2.00	1	Met	Methodology for this indicator was changed for FFY 2017 to be consistent with the change to	0.00	0.00
	inappropriate identification	Black/African American	< 2.00		Met	significant disproportionality. Minimum cell and N-sizes are 5 and 20, respectively.	0.37	0.55
9 (Ages 6-21)	Discrepancy exists in the category	Native Hawaiian/Pacific Islander	< 2.00		Met	PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.	0.00	0.00
	Cell size ≥ 5 N-size is ≥ 20 * Cell size < 5 or	White	< 2.00	-	Met		6.40	2.69*
	N size is < 20	2 or more races	< 2.00		Met		0.00	0.00
	COMAR 13A.08.01.21	Hispanic/Latino	< 2.00	<del></del> 2	Met		0.20	NA

<sup>&</sup>lt;sup>1</sup> Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2016 Maryland State Department of Education Division of Special Education/Early Intervention Services

# SEED School Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2016 – June 30, 2017

	A STATE OF THE PARTY OF THE PAR	A COLUMN	SECTION S	AUST VE	FY 2017	(SFY 2018)	Part B Indic	ators	THE RESIDENCE OF THE PARTY OF T
	SPP/APR Inc		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	
	FFY 2016 results: Disproportionate representation	American Indian/Alaska Native		-	-77				<b>Disproportionality</b> for Black/African American students with Intellectual Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement
	(≥2.0) in disability categories by race as a result of	Asian							Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
	inappropriate identification	Black/African American		2.48	3.84	<del>200.7</del> 4	2.22		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.
10	Discrepancy exists in the category	Native Hawaiian/ Pacific Islander							PLEASE NOTE: Disproportionality is not used in the FFY 2017 determination criteria.
	Cell size ≥ 5 N-size is ≥ 20	White			>===:			***	
	* Cell size < 5 or N size is < 20	2 or more races							
	COMAR 13A.08.01.21	Hispanic/Latino			3 <del>575</del> .			( <del>17-</del> 0)	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

## SEED School Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2016 – June 30, 2017

			FY 2017 (SF	Y 2018) Pa	rt B Indicators			
SPP/APR Indicators			FFY 2017		Action Required	Previous Results		
Result	Results Indicator Compliance Indicator		Local Results <sup>1</sup>	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%	

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services

# SEED School Annual Data on SPP/APR Part B Indicators Notice of Performance for the Period July 1, 2016 – June 30, 2017

Other Data Considerations											
SPP/APR Indicators		FFY 2017		Action Required	Previous Results						
Results Indicator Compliance Indicator	State Target				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					

<sup>&</sup>lt;sup>1</sup>Local results are based on current data unless otherwise indicated. The Seed School of Maryland Annual Data FFY 2017 Division of Early Intervention/Special Education Services



#### 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 atricia Baltimore, Maryland 21223

Dear Ms. Richardson:

Congratulations

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 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 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 evidencebased 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 & Franczkowski Marcella E. Franczkowski, M.S. Assistant State Superintendent

Division of Early Intervention and

Special Education Services

MEF/BMM/cc

Attachments

Karen B. Salmon, Ph.D.

Carol A. Williamson, Ed.D.

**Branch Chiefs**