



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Sheree Witt  
Executive Director of Special Education  
Allegany County Public Schools  
P.O. Box 1724  
Cumberland, Maryland 21502

Dear Ms. Witt:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Allegany County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

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The "Part B Local Determination Table" provides an analysis of the Allegany County Public Schools data and identifies by indicator any additional information the Allegany County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Allegany County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Allegany County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
William J. Aumiller  
Branch/Section Chiefs  
Donna Riley

**Allegany County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 70.48%. This was 12.76% below the State target of 83.24%.</p>	<p>Allegany County Public Schools' data was significantly below the State's target. The FFY 2005 data (70.48%) shows an increase from the previous year's graduation rate of 68.97% for students with disabilities.</p> <p>MSDE expects to receive information within the Allegany County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 6.10%. This was 2.29% below the State target of 3.81%.</p>	<p>Allegany County Public Schools' data was below the State's target. The FFY 2005 data (6.10%) shows an increase from the previous year's drop out rate of 4.99% for students with disabilities.</p> <p>MSDE expects to receive information within the Allegany County Public School's FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Allegheny County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Allegheny County Public Schools' FFY 2005 data for this indicator are 84.32%. This exceeds the State's target of 57.75% for FFY 2005 by 26.57%.</p> <p>B. Allegheny County Public Schools' FFY 2005 data for this indicator are 6.53%. This exceeds the State's target of 17.47% for FFY 2005 by 10.94%.</p> <p>C. Allegheny County Public Schools' FFY 2005 data for this indicator are 4.94%. This exceeds the State's target of 7.67% for FFY 2005 by 2.73%.</p>	<p>Allegheny County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Allegheny County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Allegheny County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Allegheny County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Allegheny County Public Schools' data demonstrating continued compliance.</p>

**Allegany County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Allegany County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Allegany County Public School's FFY 2006 data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 81.44%. The State's target is 100%.</p>	<p>Allegany County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Allegany County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Allegany County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Allegany County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Allegany County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Allegany County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Allegany County Public Schools' FFY 2005 data for this indicator are 76.15%. The State's target is 100%.</p>	<p>Allegany County Public Schools' data did not meet the State's target of 100% compliance for this indicator.</p> <p>MSDE expects to receive information within the Allegany County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Allegany County Public Schools' FFY 2006 data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Allegany County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Allegany County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Allegany County Public Schools submitted required 618 data in a timely manner.</p>	<p>Allegany County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Allegany County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Allegany County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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January 11, 2008

Ms. Mary Tillar  
Director of Special Education  
Anne Arundel County Public Schools  
2644 Riva Road  
Annapolis, Maryland 21401

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20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Anne Arundel County Public Schools status has been determined to be Needs Assistance.

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Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
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Attachments

c: Nancy S. Grasmick  
Kevin Maxwell  
Branch/Section Chiefs  
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**Anne Arundel County Public Schools  
Part B Local Determination Table  
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Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the States graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 87.10%. This exceeds the State's target of 83.24% by 3.86%.</p>	<p>Anne Arundel County Public Schools' data exceeded the State's target for this indicator.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' FFY 2006 data demonstrating continued improvement.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 4.15%. This was .34% below the State's target of 3.81%.</p>	<p>Anne Arundel County Public Schools' data was below the State's target. The FFY 2005 data (4.15%) shows an increase from the previous year's dropout rate of 3.20% for students with disabilities.</p> <p>MSDE expects to receive information within the Anne Arundel County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Anne Arundel County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate Schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Anne Arundel County Public Schools' FFY 2005 data for this indicator are 59.85%. This exceeds the State's target of 57.75% by 2.10%.</p> <p>B. Anne Arundel County Public Schools' FFY 2005 data for this indicator are 14.03%. This exceeds the State's target of 17.47 by 3.44%.</p> <p>C. Anne Arundel County Public Schools' FFY 2005 data for this indicator are 8.51%. This was .84% below the State's Target of 7.67%.</p>	<p>Anne Arundel County Public Schools' data exceeded the State's target for Indicators 5A and 5B, and was below the State's target for 5C.</p> <p>MSDE expects to receive information within the Anne Arundel County Public Schools' FFY 2006 <i>Self-Assessment</i> to address Indicator 5C.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Anne Arundel County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' data demonstrating continued compliance.</p>

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Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Anne Arundel County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' FFY 2006 data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State's established timeline).</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 92.50%. The State's target is 100%.</p>	<p>Anne Arundel County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Anne Arundel County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Anne Arundel County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' data continuing to demonstrate 100% compliance.</p>

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<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools' FFY 2005 data for this indicator are 73.55%. The State's target is 100%.</p>	<p>Anne Arundel County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Anne Arundel County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Anne Arundel County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Anne Arundel County Public Schools had one corrective action due in FFY 2005. Anne Arundel County Public Schools did not meet the State's timeline for correction within one year.</p>	<p>Anne Arundel County Public Schools had one area of noncompliance that was in the second year of correction in FFY 2005.</p> <p>MSDE expects all identification of noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State's Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Anne Arundel County Public Schools submitted required SFY 618 data in a timely manner.</p>	<p>Anne Arundel County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Anne Arundel County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Anne Arundel County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



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**State Superintendent of Schools**

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Deputy, Special Education Officer  
Baltimore City Public School System  
200 East North Avenue  
Baltimore, Maryland 21202

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Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 35.2%. This was 48.04% below the State's target of 83.24%.</p>	<p>Baltimore City Public School Systems' data was significantly below the State's target. The FFY 2005 data (35.20%) shows an increase from the previous year's graduation rate of 31.88% for students with disabilities. MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 16.61%. This is below the State's target of 3.81% by 12.8%.</p>	<p>Baltimore City Public School Systems' data was significantly below the State's target for this indicator. MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Baltimore City Public School System  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Baltimore City Public School Systems' FFY 2005 data for this indicator are 40.72%. This is below the State's target of 57.75% for FFY 2005 by 17.03%.</p> <p>B. Baltimore City Public School Systems' FFY 2005 data for this indicator are 28.21%. This is below the State's target of 17.47% for FFY 2005 by 10.74%.</p> <p>C. Baltimore City Public School Systems' FFY 2005 data for this indicator are 10.71%. This is below the State's target of 7.67% for FFY 2005 by 3.04%.</p>	<p>Baltimore City Public School Systems' data was significantly below the State's target for Indicators 5A, 5B and 5C.</p> <p>MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 0%.</p>	<p>Baltimore City Public School Systems' data met the State's target for this indicator.</p> <p>MSDE looks forward to Baltimore City Public School Systems' data demonstrating continued compliance.</p>

**Baltimore City Public School System  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 0%.</p>	<p>Baltimore City Public School Systems' data met the State's target for this indicator.</p> <p>MSDE looks forward to Baltimore City Public School Systems' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 65.65%. The State's target is 100%.</p>	<p>Baltimore City Public School Systems' data did not meet the State's target of 100% for this compliance indicator.</p> <p>MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Baltimore City Public School Systems' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 44.65%. The State's target is 100%.</p>	<p>Baltimore City Public School Systems' data did not meet the State's target of 100% for this compliance indicator.</p> <p>MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Baltimore City Public School Systems' data demonstrating 100% compliance.</p>

**Baltimore City Public School System  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School Systems' FFY 2005 data for this indicator are 97.5%. The State's target is 100%.</p>	<p>Baltimore City Public School Systems' data was in substantial compliance for this indicator.</p> <p>MSDE expects to receive information within the Baltimore City Public School Systems' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Baltimore City Public School Systems' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore City Public School System had ten corrective actions due in FFY 2005.</p>	<p>Baltimore City Public School System had ten areas of identified noncompliance that were due in FFY 2005. Three were corrected within one year, one was corrected between 12 and 15 months and six remain open.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Baltimore City Public School System submitted required 618 data in a timely manner.</p>	<p>Baltimore City Public School Systems' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Baltimore City Public School System must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Baltimore City Public School System will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Patricia Lawton  
Director of Special Education  
Baltimore County Public Schools  
6901 Charles Street  
Towson, Maryland 21204

Dear Ms. Lawton:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Patricia Lawton  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Baltimore County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Patricia Lawton  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Baltimore County Public Schools data and identifies by indicator any additional information the Baltimore County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Baltimore County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Baltimore County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Joe A. Hairston  
Branch/Section Chiefs  
Donna Riley



**Baltimore County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 80%. This was 3.24% below the State's target of 83.24%.</p>	<p>Baltimore County Public Schools' data was below the State's target. The FFY 2005 data (80%) shows a decrease from the previous year's graduation rate of 91.48% for students with disabilities.  MSDE expects to receive information within the Baltimore County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 6.30%. This was 2.49% below the State's target of 3.81%.</p>	<p>Baltimore County Public Schools' data was below the State's target. The FFY 2005 data (6.30%) shows an increase from the previous year's drop out rate of 2.22% for students with disabilities.  MSDE expects to receive information within the Baltimore County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Baltimore County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Baltimore County Public Schools' FFY 2005 data for this indicator are 62.38%. This exceeds the State's target of 57.75% for FFY 2005 by 4.63%.</p> <p>B. Baltimore County Public Schools' FFY 2005 data for this indicator are 19.98%. This was 2.51% below the State's target of 17.47%.</p> <p>C. Baltimore County Public Schools' FFY 2005 data for this indicator are 8.69%. This was 1.02% below the State's target of 7.67%.</p>	<p>Baltimore County Public Schools' data exceeded the State's target for Indicator 5A, was below the State's target for Indicator 5B and was significantly below the State's target for Indicator 5C.</p> <p>MSDE expects to receive information within the Baltimore County Public Schools' FFY 2006 <i>Self-Assessment</i> to address Indicators 5B and 5C.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Baltimore County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Baltimore County Public Schools' data demonstrating continued compliance.</p>

**Baltimore County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Baltimore County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Baltimore County Public School's FFY 2006 data demonstrating continued compliance.</p>
Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 98.56%. The State's target is 100%.</p>	<p>Baltimore County Public Schools' data was substantially compliant for this indicator.</p> <p>MSDE expects to receive information within the Baltimore County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Baltimore County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Baltimore County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Baltimore County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Baltimore County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools' FFY 2005 data for this indicator are 67.00%. The State's target is 100%.</p>	<p>Baltimore County Public Schools' data did not meet the State's target of 100% compliance for this indicator.</p> <p>MSDE expects to receive information within the Baltimore County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Baltimore County Public Schools' FFY 2006 data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Baltimore County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Baltimore County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Baltimore County Public Schools submitted required 618 data in a timely manner.</p>	<p>Baltimore County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Baltimore County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Baltimore County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Annette Lagana  
Director of Special Education  
Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, Maryland 20678

Dear Ms. Lagana:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Annette Lagana  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Calvert County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Annette Lagana  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Calvert County Public Schools data and identifies by indicator any additional information the Calvert County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Calvert County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Calvert County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Jack R. Smith  
Branch/Section Chiefs  
Donna Riley

**Calvert County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]	Calvert County Public Schools' FFY 2005 data for this indicator are 88.68%. This exceeds the State's target of 83.24% by 5.44%.	Calvert County Public Schools' data exceeded the State's target for this indicator. MSDE looks forward to Calvert County Public Schools' data demonstrating continued improvement.
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]	Calvert County Public Schools' FFY 2005 data for this indicator are 0.0%. This exceeds the State's target of 3.81% by 3.81%.	Calvert County Public Schools' data exceeded the State's target for this indicator. MSDE looks forward to Calvert County Public Schools' data demonstrating continued improvement.



**Calvert County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Calvert County Public Schools' FFY 2005 data for this indicator are 46.64%. This is below the State's target of 57.75% for FFY 2005 by 11.11%.</p> <p>B. Calvert County Public Schools' FFY 2005 data for this indicator are 8.53%. This exceeds the State's target of 17.47% for FFY 2005 by 8.94%.</p> <p>C. Calvert County Public Schools' FFY 2005 data for this indicator are 5.62%. This exceeds the State's target of 7.67% for FFY 2005 by 2.05%.</p>	<p>Calvert County Public Schools' data exceeded the State's targets for Indicators 5B and 5C and was significantly below the target for Indicator 5A.</p> <p>MSDE expects to receive information within the Calvert County Public Schools' FFY 2006 <i>Self-Assessment</i> to address Indicator 5A for students with disabilities.</p> <p>MSDE looks forward to Calvert County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Calvert County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Calvert County Public Schools' data demonstrating continued compliance.</p>

**Calvert County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Calvert County Public Schools' data met the State's target for this indicator. MSDE looks forward to Calvert County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator is 75.6%. The State's target is 100%.</p>	<p>Calvert County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Calvert County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Calvert County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator is 97.73%. The State's target is 100%.</p>	<p>Calvert County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Calvert County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Calvert County Public Schools' data demonstrating 100% compliance.</p>

**Calvert County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator are 97.8%. The State's target is 100%.</p>	<p>Calvert County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Calvert County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Calvert County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Calvert County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Calvert County Public Schools' data met the State's target for this indicator.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Calvert County Public Schools submitted required 618 data in a timely manner.</p>	<p>Calvert County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Calvert County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Calvert County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Mrs. Rosemary Thomas  
Supervisor of Special Education  
Caroline County Public Schools  
204 Franklin Street  
Denton, Maryland 21629

Dear Mrs. Thomas:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Mrs. Rosemary Thomas  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Caroline County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Mrs. Rosemary Thomas  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Caroline County Public Schools data and identifies by indicator any additional information the Caroline County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Caroline County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Caroline County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Edward Shirley  
Branch/Section Chiefs  
Donna Riley

**Caroline County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 22.22%. This was 61.02% below the State's target of 83.24%.</p>	<p>Caroline County Public Schools' data was significantly below the State's target. The FFY 2005 data (22.22%) shows a decrease from the previous year's graduation rate of 90.32% for students with disabilities.  MSDE expects to receive information within the Caroline County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 3.50%. This exceeded the State's target of 3.81% by .31%.</p>	<p>Caroline County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Caroline County Public Schools' data demonstrating continued improvement.</p>

**Caroline County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Caroline County Public Schools' FFY 2005 data for this indicator are 72.86%. This exceeds the State's target of 57.75% for FFY 2005 by 15.11%.</p> <p>B. Caroline County Public Schools' FFY 2005 data for this indicator are 10.89%. This exceeded the State's target of 17.47% by 6.58%.</p> <p>C. Caroline County Public Schools' FFY 2005 data for this indicator are 1.34%. This exceeded the State's target of 7.67% by 6.33%.</p>	<p>Caroline County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Caroline County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating continued compliance.</p>



**Caroline County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Caroline County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 76.22%. The State's target is 100%.</p>	<p>Caroline County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Caroline County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 92.31%. The State's target is 100%.</p>	<p>Caroline County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Caroline County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating 100% compliance.</p>

**Caroline County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools' FFY 2005 data for this indicator are 85.29%. The State's target is 100%.</p>	<p>Caroline County Public Schools' data did not meet the State's target of 100% compliance for this indicator.</p> <p>MSDE expects to receive information within the Caroline County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Caroline County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Caroline County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Caroline County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Caroline County Public Schools submitted required 618 data in a timely manner.</p>	<p>Caroline County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Caroline County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Caroline County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Jane Conner  
Director of Special Education  
Carroll County Public Schools  
125 North Court Street  
Westminster, Maryland 21157

Dear Ms. Conner:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Jane Conner  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Carroll County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Jane Conner  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Carroll County Public Schools data and identifies by indicator any additional information the Carroll County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Carroll County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Carroll County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Charles I. Ecker  
Branch/Section Chiefs  
Donna Riley

**Carroll County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]	Carroll County Public Schools' FFY 2005 data for this indicator are 89.3%. This exceeds the State's target of 83.24% by 6.06%.	Carroll County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Carroll County Public Schools' data demonstrating continued improvement.
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]	Carroll County Public Schools' FFY 2005 data for this indicator are 2.06%. This exceeds the State's target of 3.81% by 1.75%.	Carroll County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Carroll County Public Schools' data demonstrating continued improvement.

**Carroll County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Carroll County Public Schools' FFY 2005 data for this indicator are 70.57%. This exceeds the State's target of 57.75% for FFY 2005 by 12.82%.</p> <p>B. Carroll County Public Schools' FFY 2005 data for this indicator are 8.72%. This exceeds the State's target of 17.47% for FFY 2005 by 8.75%.</p> <p>C. Carroll County Public Schools' FFY 2005 data for this indicator are 4.85%. This exceeds the State's target of 7.67% for FFY 2005 by 2.82%.</p>	<p>Carroll County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Carroll County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Carroll County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Carroll County Public Schools' data demonstrating continued compliance.</p>

**Carroll County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Carroll County Public Schools' data met the State's target for this indicator. MSDE looks forward to Carroll County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools' FFY 2005 data for this indicator is 63.87%. The State's target is 100%.</p>	<p>Carroll County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Carroll County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Carroll County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools' FFY 2005 data for this indicator is 96.0%. The State's target is 100%.</p>	<p>Carroll County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Carroll County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Carroll County Public Schools' data demonstrating 100% compliance.</p>



**Carroll County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

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<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools' FFY 2005 data for this indicator are 89.18%. The State's target is 100%.</p>	<p>Carroll County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Carroll County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Carroll County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Carroll County Public Schools had no corrective action plans due in FFY 2005.</p>	<p>Carroll County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Carroll County Public Schools submitted required 618 data in a timely manner.</p>	<p>Carroll County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Carroll County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Carroll County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Dr. Jodi French  
Director of Special Education  
Cecil County Public School System  
201 Booth Street  
Elkton, Maryland 21921

Dear Dr. French:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

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- Performance on compliance indicators;
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- Any audit findings.



Dr. Jodi French  
January 11, 2008  
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#### Compliance Indicators

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10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Cecil County Public School System status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Dr. Jodi French  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Cecil County Public School System data and identifies by indicator any additional information the Cecil County Public School System must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Cecil County Public School System provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Cecil County Public School System to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Carl D. Roberts  
Branch/Section Chiefs  
Donna Riley

**Cecil County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator are 48.12%. This is below the State's target of 83.24% by 35.12%.</p>	<p>Cecil County Public Schools' data was significantly below the State's target. The FFY 2005 data (48.12%) shows a decrease from the previous year's graduation rate of 68.0% for students with disabilities.  MSDE expects to receive information within the Cecil County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator are 10.66%. This is below the State's target of 3.81% by 6.85%.</p>	<p>Cecil County Public Schools' data was significantly below the State's target. The FFY 2005 data (10.66%) shows an increase from the previous year's dropout rate of 8.19% for students with disabilities.  MSDE expects to receive information within the Cecil County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Cecil County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Cecil County Public Schools' FFY 2005 data for this indicator are 84.74%. This exceeds the State's target of 57.75% for FFY 2005 by 26.99%.</p> <p>B. Cecil County Public Schools' FFY 2005 data for this indicator are 5.52%. This exceeds the State's target of 17.47% for FFY 2005 by 11.95%.</p> <p>C. Cecil County Public Schools' FFY 2005 data for this indicator are 3.53%. This exceeds the State's target of 7.67% for FFY 2005 by 4.14%.</p>	<p>Cecil County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Cecil County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Cecil County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Cecil County Public Schools' data demonstrating continued compliance.</p>

**Cecil County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Cecil County Public Schools' data met the State's target for this indicator. MSDE looks forward to Cecil County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator is 87.63%. The State's target is 100%.</p>	<p>Cecil County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Cecil County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Cecil County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator is 98.11%. The State's target is 100%.</p>	<p>Cecil County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Cecil County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Cecil County Public Schools' data demonstrating 100% compliance.</p>

**Cecil County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator are 80.0%. The State's target is 100%.</p>	<p>Cecil County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Cecil County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Cecil County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Cecil County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Cecil County Public Schools' data met the State's target for this indicator.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Cecil County Public Schools submitted required 618 data in a timely manner.</p>	<p>Cecil County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Cecil County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Cecil County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>





**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Arden Sotomayor  
Acting Director of Special Education  
Charles County Public Schools  
P.O. Box 2770  
LaPlata, Maryland 20646

Dear Ms. Sotomayor:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Arden Sotomayor  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Charles County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Arden Sotomayor  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Charles County Public Schools data and identifies by indicator any additional information the Charles County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Charles County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Charles County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
James E. Richmond  
Branch/Section Chiefs  
Donna Riley

**Charles County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator are 79.84%. This is below the State's target of 83.24% by 3.4%.</p>	<p>Charles County Public Schools' data was below the State's target for this indicator. The FFY 2005 data (79.84%) shows a decrease from the previous year's graduation rate of 93.55% for students with disabilities.  MSDE expects to receive information within the Charles County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator are 6.23%. This is below the State's target of 3.81% by 2.42%.</p>	<p>Charles County Public Schools' data was below the State's target for this indicator. The FFY 2005 data (6.23%) shows an increase from the previous year's dropout rate of 4.35% for students with disabilities.  MSDE expects to receive information within the Charles County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Charles County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Charles County Public Schools' FFY 2005 data for this indicator are 64.04%. This exceeds the State's target of 57.75% for FFY 2005 by 6.29%.</p> <p>B. Charles County Public Schools' FFY 2005 data for this indicator are 13.22%. This exceeds the State's target of 17.47% for FFY 2005 by 4.25%.</p> <p>C. Charles County Public Schools' FFY 2005 data for this indicator are 4.48%. This exceeds the State's target of 7.67% for FFY 2005 by 3.19%.</p>	<p>Charles County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Charles County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Charles County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Charles County Public Schools' data demonstrating continued compliance.</p>

**Charles County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Charles County Public Schools' data met the State's target for this indicator. MSDE looks forward to Charles County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator is 55.71%. The State's target is 100%.</p>	<p>Charles County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Charles County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Charles County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator is 100%. The State's target is 100%.</p>	<p>Charles County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Charles County Public Schools' data demonstrating 100% compliance.</p>

**Charles County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator are 49.0%. The State's target is 100%.</p>	<p>Charles County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Charles County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Charles County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Charles County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Charles County Public Schools' data met the State's target for this indicator.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Charles County Public Schools submitted required 618 data in a timely manner.</p>	<p>Charles County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Charles County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Charles County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>

**Charles County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**





**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Angela McPeake Gebert  
Supervisor of Special Education  
Dorchester County Public Schools  
P.O. Box 619  
Cambridge, Maryland 21613

Dear Ms. McPeake Gebert:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Angela McPeake Gebert  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Dorchester County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Angela McPeake Gebert  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Dorchester County Public Schools data and identifies by indicator any additional information the Dorchester County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Dorchester County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Dorchester County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Frederic Hildenbrand  
Branch/Section Chiefs  
Donna Riley

**Dorchester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 16.67%. This was 66.57% below the State's target of 83.24%.</p>	<p>Dorchester County Public Schools' data was significantly below the State's target. The FFY 2005 data (16.67%) shows a decrease from the previous year's graduation rate of 58.62% for students with disabilities.  MSDE expects to receive information within the Dorchester County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 7.52%. This was 3.71% below the State's target of 3.81%.</p>	<p>Dorchester County Public Schools' data was significantly below the State's target. The FFY 2005 data (7.52%) shows a decrease from the previous year's drop out rate of 11.35% for students with disabilities.  MSDE expects to receive information within the Dorchester County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Dorchester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Dorchester County Public Schools' FFY 2005 data for this indicator are 77.85%. This exceeds the State's target of 57.75% for FFY 2005 by 20.10%.</p> <p>B. Dorchester County Public Schools' FFY 2005 data for this indicator are 7.31%. This exceeds the State's target of 17.47 by 10.16%.</p> <p>C. Dorchester County Public Schools' FFY 2005 data for this indicator are 1.14%. This exceeds the State's Target of 7.67% by 6.53%.</p>	<p>Dorchester County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Dorchester County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Dorchester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Dorchester County Public Schools' data demonstrating continued compliance.</p>

**Dorchester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Dorchester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Dorchester County Public School's data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 89.86%. The State's target is 100%.</p>	<p>Dorchester County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Dorchester County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Dorchester County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Dorchester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Dorchester County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Dorchester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator; New]</p>	<p>Dorchester County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Dorchester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Dorchester County Public Schools' data continuing to demonstrate 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Dorchester County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Dorchester County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State's Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Dorchester County Public Schools submitted required 618 data in a timely manner.</p>	<p>Dorchester County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Dorchester County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Dorchester County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Pamela Pencola  
Director of Special Education  
Frederick County Public Schools  
7630 Hayward Road  
Frederick, Maryland 21702

Dear Ms. Pencola:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.





Ms. Pamela Pencola  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Frederick County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Pamela Pencola  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Frederick County Public Schools data and identifies by indicator any additional information the Frederick County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Frederick County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Frederick County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Linda D. Burgee  
Branch/Section Chiefs  
Donna Riley

**Frederick County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator are 93.78%. This exceeds the State's target of 83.24% by 10.54%.</p>	<p>Frederick County Public Schools' data exceeded the State's target for this indicator. MSDE looks forward to Frederick County Public Schools' data demonstrating continued improvement.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator are .98%. This exceeds the State's target of 3.81% by 2.83%.</p>	<p>Frederick County Public Schools' data exceeded the State's target for this indicator. MSDE looks forward to Frederick County Public Schools' data demonstrating continued improvement.</p>

**Frederick County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Frederick County Public Schools' FFY 2005 data for this indicator are 80.15%. This exceeds the State's target of 57.75% for FFY 2005 by 22.4%.</p> <p>B. Frederick County Public Schools' FFY 2005 data for this indicator are 6.21%. This exceeds the State's target of 17.47% for FFY 2005 by 11.26%.</p> <p>C. Frederick County Public Schools' FFY 2005 data for this indicator are 3.53%. This exceeds the State's target of 7.67% for FFY 2005 by 4.14%.</p>	<p>Frederick County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Frederick County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating continued compliance.</p>

**Frederick County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Frederick County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator is 70.05%. The State's target is 100%.</p>	<p>Frederick County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Frederick County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator is 90.08%. The State's target is 100%.</p>	<p>Frederick County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Frederick County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating 100% compliance.</p>

**Frederick County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools' FFY 2005 data for this indicator are 80.78%. The State's target is 100%.</p>	<p>Frederick County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Frederick County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Frederick County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Frederick County Public Schools had no corrective action plans due in FFY 2005.</p>	<p>Frederick County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects that all identified noncompliance be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Frederick County Public Schools submitted required 618 data in a timely manner.</p>	<p>Frederick County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Frederick County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Frederick County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Jennifer Kotulak  
Supervisor of Special Education  
Garrett County Public Schools  
40 South Second Street  
Oakland, Maryland 21550

Dear Ms. Kotulak:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Jennifer Kotulak  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Garrett County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.



Ms. Jennifer Kotulak  
January 11, 2008  
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The "Part B Local Determination Table" provides an analysis of the Garrett County Public Schools data and identifies by indicator any additional information the Garrett County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Garrett County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Garrett County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Wendell D. Teets  
Branch/Section Chiefs  
Donna Riley

**Garrett County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 37.50%. This was 45.74% below the State's target of 83.24%.</p>	<p>Garrett County Public Schools' data was significantly below the State's target. The FFY 2005 data (37.50%) shows a decrease from the previous year's graduation rate of 76.60% for students with disabilities.  MSDE expects to receive information within the Garrett County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 5.14%. This was 1.33% below the State's target of 3.81%.</p>	<p>Garrett County Public Schools' data was below the State's target. The FFY 2005 data (5.14%) shows a decrease from the previous year's drop out rate of 7.29% for students with disabilities.  MSDE expects to receive information within the Garrett County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Garrett County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Garrett County Public Schools' FFY 2005 data for this indicator are 76.35%. This exceeds the State's target of 57.75% for FFY 2005 by 18.60%.</p> <p>B. Garrett County Public Schools' FFY 2005 data for this indicator are 9.03%. This exceeds the State's target of 17.47 by 8.44%.</p> <p>C. Garrett County Public Schools' FFY 2005 data for this indicator are .99%. This exceeds the State's target of 7.67% by 6.68%.</p>	<p>Garrett County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Garrett County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Garrett County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Garrett County Public Schools' data demonstrating continued compliance.</p>

**Garrett County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Garrett County Public Schools' data met the State's target for this indicator. MSDE looks forward to Garrett County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 98.13%. The State's target is 100%.</p>	<p>Garrett County Public Schools' data met substantial compliance (&gt;95%) for this indicator.</p> <p>MSDE expects to receive information within the Garrett County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Garrett County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Garrett County Public Schools' data met the State's target for this indicator. MSDE looks forward to Garrett County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Garrett County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools' FFY 2005 data for this indicator are 41.46%. The State's target is 100%.</p>	<p>Garrett County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Garrett County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Garrett County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Garrett County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Garrett County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Garrett County Public Schools submitted required 618 data in a timely manner.</p>	<p>Garrett County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Garrett County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Garrett County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Ann-Marie Spakowski  
Director of Special Education  
Harford County Public Schools  
102 South Hickory Avenue  
Bel Air, Maryland 21014

Dear Ms. Spakowski:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

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- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Ann-Marie Spakowski  
January 11, 2008  
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- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

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2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

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10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Harford County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Ann-Marie Spakowski  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Harford County Public Schools data and identifies by indicator any additional information the Harford County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Harford County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Harford County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Jacqueline C. Haas  
Branch/Section Chiefs  
Donna Riley



**Harford County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator are 75.97%. This is below the State's target of 83.24% by 7.27%.</p>	<p>Harford County Public Schools' data was below the State's target for this indicator. The FFY 2005 data (75.97%) shows an increase from the previous year's graduation rate of 75.25% for students with disabilities. MSDE expects to receive information within the Harford County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator are 5.99%. This is below the State's target of 3.81% by 2.18%.</p>	<p>Harford County Public Schools' data was below the State's target for this indicator. The FFY 2005 data (5.99%) shows a slight increase from the previous year's dropout rate of 5.79% for students with disabilities. MSDE expects to receive information within the Harford County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Harford County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Harford County Public Schools' FFY 2005 data for this indicator are 75.31%. This exceeds the State's target of 57.75% for FFY 2005 by 17.56%.</p> <p>B. Harford County Public Schools' FFY 2005 data for this indicator are 4.37%. This exceeds the State's target of 17.47% for FFY 2005 by 13.1%.</p> <p>C. Harford County Public Schools' FFY 2005 data for this indicator are 4.16%. This exceeds the State's target of 7.67% for FFY 2005 by 3.51%.</p>	<p>Harford County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Harford County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating continued compliance.</p>

**Harford County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Harford County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator is 94.81%. The State's target is 100%.</p>	<p>Harford County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Harford County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator is 90.38%. The State's target is 100%.</p>	<p>Harford County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Harford County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating 100% compliance.</p>

**Harford County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools' FFY 2005 data for this indicator are 98.7%. The State's target is 100%.</p>	<p>Harford County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Harford County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Harford County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Harford County Public Schools had no corrective action plans due in FFY 2005.</p>	<p>Harford County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Harford County Public Schools did not submit required 618 data in a timely manner.</p>	<p>Harford County Public Schools' data did not meet the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Harford County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Harford County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>

**Harford County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Dr. James Walsh  
Director of Special Education  
Howard County Public Schools  
10910 Route 108  
Ellicott City, Maryland 21042

Dear Dr. Walsh:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Dr. James Walsh  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Howard County Public Schools status has been determined to be Meets Requirements.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Dr. James Walsh  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Howard County Public Schools data and identifies by indicator any additional information the Howard County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Howard County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Howard County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Sydney L. Cousin  
Branch/Section Chiefs  
Donna Riley



**Howard County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]	Howard County Public Schools' FFY 2005 data for this indicator are 91.34%. This exceeds the State's target of 83.24% by 8.10%.	Howard County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Howard County Public Schools' data demonstrating continued improvement.
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]	Howard County Public Schools' FFY 2005 data for this indicator are 2.66%. This exceeds the State's target of 3.81 % by 1.15%.	Howard County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Howard County Public Schools' data demonstrating continued improvement.

**Howard County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Howard County Public Schools' FFY 2005 data for this indicator are 77.67%. This exceeds the State's target of 57.75% for FFY 2005 by 19.92%.</p> <p>B. Howard County Public Schools' FFY 2005 data for this indicator are 4.89%. This exceeds the State's target of 17.47% for FFY 2005 by 12.58%.</p> <p>C. Howard County Public Schools' FFY 2005 data for this indicator are 4.49%. This exceeds the State's target of 7.67% for FFY 2005 by 3.18%.</p>	<p>Howard County Public Schools' data exceeded the State's targets for Indicator's 5A, 5B, and 5C.</p> <p>MSDE looks forward to Howard County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Howard County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Howard County Public Schools' data demonstrating continued compliance.</p>

**Howard County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Howard County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Howard County Public School's FFY 2006 data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools' FFY 2005 data for this indicator are 84.86%. The State's target is 100%.</p>	<p>Howard County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Howard County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Howard County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools' FFY 2005 data for this indicator are 97.83%. The State's target is 100%.</p>	<p>Howard County Public Schools' data met substantial compliance (&gt;95%) for this indicator.</p> <p>MSDE expects to receive information within the Howard County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Howard County Public Schools' data demonstrating 100% compliance.</p>

**Howard County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools' FFY 2005 data for this indicator are 94.00%. The State's target is 100%.</p>	<p>Howard County Public Schools' data did not meet the State's target of 100% compliance for this indicator.</p> <p>MSDE expects to receive information within the Howard County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Howard County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Howard County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Howard County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Howard County Public Schools submitted required 618 data in a timely manner.</p>	<p>Howard County Public Schools' data met the State's target of 100% e for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Howard County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Howard County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Dr. Patricia Jamison  
Supervisor of Special Education  
Kent County Public Schools  
215 Washington Avenue  
Chestertown, Maryland 21620

Dear Dr. Jamison:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Dr. Patricia Jamison  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

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2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

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10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Kent County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Dr. Patricia Jamison  
January 11, 2008  
Page Three

The “Part B Local Determination Table” provides an analysis of the Kent County Public Schools data and identifies by indicator any additional information the Kent County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Kent County Public Schools provided the additional information requested in this table. The “Part B Local Determination Framework for Technical Assistance and Intervention” provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Kent County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Anthony D. Pack  
Branch/Section Chiefs  
Donna Riley

**Kent County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Kent County Public Schools' FFY 2005 data for this indicator are 66.67%. This was 16.57% below the State's target of 83.24%.</p>	<p>Kent County Public Schools' data was significantly below the State's target. The FFY 2005 data (66.67%) shows an increase from the previous year's graduation rate of 61.90% for students with disabilities. MSDE expects to receive information within the Kent County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Kent County Public Schools' FFY 2005 data for this indicator are 0.00%. This exceeded the State's target of 3.81% by 3.81%.</p>	<p>Kent County Public Schools' data exceeded the State's target for this indicator. MSDE looks forward to Kent County Public Schools' data demonstrating continued performance.</p>



**Kent County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Kent County Public Schools' FFY 2005 data for this indicator are 76.54%. This exceeds the State's target of 57.75% for FFY 2005 by 18.79%.</p> <p>B. Kent County Public Schools' FFY 2005 data for this indicator are 8.02%. This exceeds the State's target of 17.47 by 9.45%.</p> <p>C. Kent County Public Schools' FFY 2005 data for this indicator are 1.23%. This exceeds the State's Target of 7.67% by 6.44%.</p>	<p>Kent County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Kent County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Kent County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Kent County Public Schools' data demonstrating continued compliance.</p>

**Kent County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools FFY 2005 data for this indicator are 0%.</p>	<p>Kent County Public Schools' data met the State's target for this indicator. MSDE looks forward to Kent County Public School's data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools' FFY 2005 data for this indicator are 70.00%. The State's target is 100%.</p>	<p>Kent County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Kent County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Kent County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Kent County Public Schools' data met the State's target for this indicator. MSDE looks forward to Kent County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Kent County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Kent County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Kent County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Kent County Public Schools' data continuing to demonstrate 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Kent County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Kent County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Kent County Public Schools submitted required 618 data in a timely manner.</p>	<p>Kent County Public Schools' data met the State target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Kent County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Kent County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Gwendolyn Mason  
Director of Special Education Services  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, Maryland 20850

Dear Ms. Mason:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Gwendolyn Mason  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Montgomery County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Gwendolyn Mason  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Montgomery County Public Schools data and identifies by indicator any additional information the Montgomery County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Montgomery County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Montgomery County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Jerry Dean Weast  
Branch/Section Chiefs  
Donna Riley

**Montgomery County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]	Montgomery County Public Schools' FFY 2005 data for this indicator are 88.44%. This exceeded the State's target of 83.24% by 5.2%.	Montgomery County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Montgomery County Public Schools' data demonstrating continued improvement.
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]	Montgomery County Public Schools' FFY 2005 data for this indicator are 2.12%. This exceeded the State's target of 3.81% by 1.69%.	Montgomery County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Montgomery County Public Schools' data demonstrating continued improvement.

**Montgomery County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Montgomery County Public Schools' FFY 2005 data for this indicator are 57.05%. This was .70% below the State's target of 57.75%.</p> <p>B. Montgomery County Public Schools' FFY 2005 data for this indicator are 20.66%. This was 3.19% below the State's target of 17.47.</p> <p>C. Montgomery County Public Schools' FFY 2005 data for this indicator are 6.72%. This exceeds the State's target of 7.67% by .95%.</p>	<p>Montgomery County Public Schools' data was below the State's targets for Indicators 5A and 5B and exceeded the State target for 5C.</p> <p>MSDE expects to receive information within the Montgomery County Public Schools' <i>Self Assessment</i> to address Indicators 5A and 5B.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Montgomery County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Montgomery County Public Schools' data demonstrating continued compliance.</p>



**Montgomery County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Montgomery County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Montgomery County Public School's FFY 2006 data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools' FFY 2005 data for this indicator are 67.52%. The State's target is 100%.</p>	<p>Montgomery County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Montgomery County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Montgomery County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools' FFY 2005 data for this indicator are 34.66%. The State's target is 100%.</p>	<p>Montgomery County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Montgomery County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Montgomery County Public Schools' data demonstrating 100% compliance.</p>

**Montgomery County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools' FFY 2005 data for this indicator are 0.00%. The State's target is 100%.</p>	<p>Montgomery County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Montgomery County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Montgomery County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Montgomery County Public Schools FFY 2005 data for this indicator are 80%. The State's target is 100%.</p>	<p>Montgomery County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p> <p>MSDE looks forward to Montgomery County Public Schools' data demonstrating 100% compliance.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Montgomery County Public Schools submitted required 618 data in a timely manner.</p>	<p>Montgomery County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Montgomery County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Montgomery County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Dr. Pamela Downing-Hosten  
Director of Special Education  
Prince George's County Public Schools  
2001 Shadyside Avenue, Suite 212  
Suitland, Maryland 20746

Dear Dr. Downing-Hosten:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Dr. Pamela Downing-Hosten  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Prince George's County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Dr. Pamela Downing-Hosten  
January 11, 2008  
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The "Part B Local Determination Table" provides an analysis of the Prince George's County Public Schools data and identifies by indicator any additional information the Prince George's County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Prince George's County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Prince George's County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
John E. Deasy  
Branch/Section Chiefs  
Donna Riley

**Prince George's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]	Prince George's County Public Schools' FFY 2005 data for this indicator are 94.88%. This exceeds the State's target of 83.24% by 11.64%.	Prince George's County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Prince George's County Public Schools' data demonstrating continued improvement.
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]	Prince George's County Public Schools' FFY 2005 data for this indicator are 1.92%. This exceeded the State's target of 3.81% by 1.89%.	Prince George's County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Prince George's County Public Schools' data demonstrating continued improvement.

**Prince George's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Prince George's County Public Schools' FFY 2005 data for this indicator are 41.06%. This is below the State's target of 57.75% for FFY 2005 by 16.69%.</p> <p>B. Prince George's County Public Schools' FFY 2005 data for this indicator are 26.63%. This is below the State's target of 17.47% for FFY 2005 by 9.16%.</p> <p>C. Prince George's County Public Schools' FFY 2005 data for this indicator are 12.11%. This is below the State's target of 7.67% for FFY 2005 by 4.44%.</p>	<p>Prince George's County Public Schools' data is significantly below the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE expects to receive information within the Prince George's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Prince George's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating continued compliance.</p>

**Prince George's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Prince George's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator is 78.34%. The State's target is 100%.</p>	<p>Prince George's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Prince George's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator is 72.46%. The State's target is 100%.</p>	<p>Prince George's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Prince George's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating 100% compliance.</p>



**Prince George's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Prince George's County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Prince George's County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Prince George's County Public Schools' FFY 2005 data for this indicator are 33%. The State's target is 100%.</p>	<p>Prince George's County Public Schools' data did not meet the State's target for this indicator.</p> <p>MSDE expects that all identified noncompliance be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Prince George's County Public Schools submitted required 618 data in a timely manner.</p>	<p>Prince George's County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Prince George's County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Prince George's County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>

**Prince George's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Dr. Carol Williamson  
Interim Superintendent  
Queen Anne's County Board of Education  
202 Chesterfield Avenue  
Centreville, Maryland 21617

Dear Dr. Williamson:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Dr. Carol Williamson  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
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12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Queen Anne's County Board of Education status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Dr. Carol Williamson  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Queen Anne's County Board of Education data and identifies by indicator any additional information the Queen Anne's County Board of Education must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Queen Anne's County Board of Education provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Queen Anne's County Board of Education to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Branch/Section Chiefs  
Donna Riley

**Queen Anne's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 73.06%. This was 10.18% below the State's target of 83.24%.</p>	<p>Queen Anne's County Public Schools' data was significantly below the State's target. The FFY 2005 data (73.06%) shows a decrease from the previous year's graduation rate of 78.95% for students with disabilities. MSDE expects to receive information within the Queen Anne's County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 7.92%. This was 4.11% below the State's target of 3.81%.</p>	<p>Queen Anne's County Public Schools' data was significantly below the State's target. The FFY 2005 data (7.92%) shows an increase from the previous year's drop out rate of 7.04% for students with disabilities. MSDE expects to receive information within the Queen Anne's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Queen Anne's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Queen Anne's County Public Schools' FFY 2005 data for this indicator are 92.32%. This exceeds the State's target of 57.75% for FFY 2005 by 34.57%.</p> <p>B. Queen Anne's County Public Schools' FFY 2005 data for this indicator are 1.89%. This exceeds the State's target of 17.47 by 15.58%.</p> <p>C. Queen Anne's County Public Schools' FFY 2005 data for this indicator are 2.44%. This exceeds the State's Target of 7.67% by 5.23%.</p>	<p>Queen Anne's County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Queen Anne's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating continued compliance.</p>

**Queen Anne's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Queen Anne's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 81.87%. The State's target is 100%.</p>	<p>Queen Anne's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Queen Anne's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 97.50%. The State's target is 100%.</p>	<p>Queen Anne's County Public Schools' data met substantial compliance (&gt;95%) for this indicator.</p> <p>MSDE expects to receive information within the Queen Anne's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating 100% compliance.</p>



**Queen Anne's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools' FFY 2005 data for this indicator are 66.50%. The State's target is 100%.</p>	<p>Queen Anne's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Queen Anne's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Queen Anne's County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Queen Anne's County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Queen Anne's County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Queen Anne's County Public Schools submitted required 618 data in a timely manner.</p>	<p>Queen Anne's County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Queen Anne's County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Queen Anne's County Public Schools County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Betsy Reich  
Supervisor of Special Education  
Somerset County Public Schools  
7982-A Crisfield Highway  
Westover, Maryland 21871

Dear Ms. Reich:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Betsy Reich  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Somerset County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Betsy Reich  
January 11, 2008  
Page Three

The “Part B Local Determination Table” provides an analysis of the Somerset County Public Schools data and identifies by indicator any additional information the Somerset County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Somerset County Public Schools provided the additional information requested in this table. The “Part B Local Determination Framework for Technical Assistance and Intervention” provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Somerset County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Karen-Lee Brofee  
Branch/Section Chiefs  
Donna Riley

**Somerset County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator are 47.06%. This was 36.18% below the State's target of 83.24%.</p>	<p>Somerset County Public Schools' data was significantly below the State's target. The FFY 2005 data (47.06%) shows a decrease from the previous year's graduation rate of 61.54% for students with disabilities.</p> <p>MSDE expects to receive information within the Somerset County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator are 15.22%. This was 11.41% below the State's target of 3.81%.</p>	<p>Somerset County Public Schools' data was significantly below the State's target. The FFY 2005 data (15.22%) shows an increase from the previous year's dropout rate of 12.93% for students with disabilities.</p> <p>MSDE expects to receive information within the Somerset County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**Somerset County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Somerset County Public Schools' FFY 2005 data for this indicator are 82.7%. This exceeds the State's target of 57.75% for FFY 2005 by 24.95%.</p> <p>B. Somerset County Public Schools' FFY 2005 data for this indicator are 4.69%. This exceeds the State's target of 17.47% for FFY 2005 by 12.78%.</p> <p>C. Somerset County Public Schools' FFY 2005 data for this indicator are 1.17%. This exceeds the State's target of 7.67% for FFY 2005 by 6.5%.</p>	<p>Somerset County Public Schools' data exceeded the State targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Somerset County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Somerset County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Somerset County Public Schools' data demonstrating continued compliance.</p>

**Somerset County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Somerset County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Somerset County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator is 71.21%. The State's target is 100%.</p>	<p>Somerset County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Somerset County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Somerset County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Somerset County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Somerset County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Somerset County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools' FFY 2005 data for this indicator are 95.40%. The State's target is 100%.</p>	<p>Somerset County Public Schools' data met substantial compliance (<math>\geq 95\%</math>) for this indicator.</p> <p>MSDE expects to receive information within the Somerset County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Somerset County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Somerset County Public Schools had no corrective action plans due in FFY 2005.</p>	<p>Somerset County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Somerset County Public Schools submitted required 618 data in a timely manner.</p>	<p>Somerset County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Somerset County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Somerset County Public Schools will be able to provide timely and accurate data submission in FFY 2006.</p>





**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Ms. Melissa Charbonnet  
Director of Special Education  
St. Mary's County Public Schools  
P.O. Box 1410  
Leonardtown, Maryland 20650

Dear Ms. Charbonnet:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Ms. Melissa Charbonnet  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the St. Mary's County Public Schools status has been determined to be Meets Requirements.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Ms. Melissa Charbonnet  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the St. Mary's County Public Schools data and identifies by indicator any additional information the St. Mary's County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the St. Mary's County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the St. Mary's County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Michael J. Martirano  
Branch/Section Chiefs  
Donna Riley

**St. Mary's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator are 83.33%. This exceeds the State's target of 83.24% by .09%.</p>	<p>St. Mary's County Public Schools' data exceeded the State's target for this indicator.</p> <p>MSDE looks forward to St. Mary's County Public Schools' FFY 2006 data demonstrating continued improvement.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator are 5.01%. This is below the State's target of 3.81% by 1.2%.</p>	<p>St. Mary's County Public Schools' data was below the State's target for this indicator. The FFY 2005 data (5.01%) shows an increase from the previous year's dropout rate of 1.38% for students with disabilities.</p> <p>MSDE expects to receive information within the St. Mary's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>

**St. Mary's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. St. Mary's County Public Schools' FFY 2005 data for this indicator are 73.33%. This exceeds the State's target of 57.75% for FFY 2005 by 15.58%.</p> <p>B. St. Mary's County Public Schools' FFY 2005 data for this indicator are 6.17%. This exceeds the State's target of 17.47% for FFY 2005 by 11.3%.</p> <p>C. St. Mary's County Public Schools' FFY 2005 data for this indicator are 2.22%. This exceeds the State's target of 7.67% for FFY 2005 by 5.45%.</p>	<p>St. Mary's County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>St. Mary's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating continued compliance.</p>

**St. Mary's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>St. Mary's County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator is 85.37%. The State's target is 100%.</p>	<p>St. Mary's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the St. Mary's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator is 100%. The State's target is 100%.</p>	<p>St. Mary's County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating 100% compliance.</p>

**St. Mary's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools' FFY 2005 data for this indicator are 89.07%. The State's target is 100%.</p>	<p>St. Mary's County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the St. Mary's County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to St. Mary's County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>St. Mary's County Public Schools had no corrective action plans due in FFY 2005.</p>	<p>St. Mary's County Public Schools had no systemic compliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects that all identified noncompliance be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>St. Mary's County Public Schools submitted required 618 data in a timely manner.</p>	<p>St. Mary's County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>St. Mary's County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the St. Mary's County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>

**St. Mary's County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**





**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Mrs. Jean Carrion  
Coordinator of Special Education  
Talbot County Public Schools  
P.O. Box 1029  
Easton, Maryland 21601

Dear Mrs. Carrion:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Mrs. Jean Carrion  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Talbot County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Mrs. Jean Carrion  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Talbot County Public Schools data and identifies by indicator any additional information the Talbot County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Talbot County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Talbot County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Karen Salmon  
Branch/Section Chiefs  
Donna Riley

**Talbot County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 76.47%. This was 6.77% below the State's target of 83.24%.</p>	<p>Talbot County Public Schools' data was below the State's target. The FFY 2005 data (76.47) shows a decrease from the previous year's graduation rate of 81.82% for students with disabilities.  MSDE expects to receive information within the Talbot County Public Schools' <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 2.17%. This exceeded the State's target of 3.81% by 1.64%.</p>	<p>Talbot County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Talbot County Public Schools' FFY 2006 data demonstrating continued improvement.</p>

**Talbot County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Talbot County Public Schools' FFY 2005 data for this indicator are 76.96%. This exceeds the State's target of 57.75% by 19.21%.</p> <p>B. Talbot County Public Schools' FFY 2005 data for this indicator are 4.71%. This exceeds the State's target of 17.47 by 12.76%.</p> <p>C. Talbot County Public Schools' FFY 2005 data for this indicator are 0.00%. This exceeds the State's target of 7.67% by 7.67%.</p>	<p>Talbot County Public Schools' data exceeded the State's targets for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Talbot County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Talbot County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Talbot County Public Schools' data demonstrating continued compliance.</p>

**Talbot County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Talbot County Public Schools' data met the State's target for this indicator. MSDE looks forward to Talbot County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 79.46%. The State's target is 100%.</p>	<p>Talbot County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Talbot County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Talbot County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Talbot County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Talbot County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Talbot County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools' FFY 2005 data for this indicator are 43%. The State's target is 100%.</p>	<p>Talbot County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Talbot County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Talbot County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Talbot County Public Schools had no corrective action plans during FFY 2005.</p>	<p>Talbot County Public Schools had no systemic noncompliance identified by the State during FFY 2004 that was due for correction in FFY 2005.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Talbot County Public Schools submitted required SFY 618 data in a timely manner.</p>	<p>Talbot County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006 the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Talbot County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Talbot County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Mr. Jeff Gladhill  
Director of Special Education  
Washington County Public Schools  
P.O. Box 730  
Hagerstown, Maryland 21740

Dear Mr. Gladhill:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.





Mr. Jeff Gladhill  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Washington County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Mr. Jeff Gladhill  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Washington County Public Schools data and identifies by indicator any additional information the Washington County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Washington County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Washington County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Elizabeth M. Morgan  
Branch/Section Chiefs  
Donna Riley

**Washington County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. [Performance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator are 76.54%. This is below the State's target of 83.24% by 6.7%.</p>	<p>Washington County Public Schools' data is below the State's target for this indicator. The FFY 2005 data (76.54%) shows a decrease from the previous year's graduation rate of 83.24% for students with disabilities.  MSDE expects to receive information within the Washington County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.  MSDE looks forward to Washington County Public Schools' FFY 2006 data demonstrating continued improvement.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. [Performance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator are 2.56%. This exceeds the State's target of 3.81% by 1.25%.</p>	<p>Washington County Public Schools' data exceeded the State's target for this indicator.  MSDE looks forward to Washington County Public Schools' data demonstrating continued improvement.</p>

**Washington County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Washington County Public Schools' FFY 2005 data for this indicator are 81.37%. This exceeds the State's target of 57.75% for FFY 2005 by 23.62%.</p> <p>B. Washington County Public Schools' FFY 2005 data for this indicator are 3.59%. This exceeds the State's target of 17.47% for FFY 2005 by 13.88%.</p> <p>C. Washington County Public Schools' FFY 2005 data for this indicator are 6.99%. This exceeds the State's target of 7.67% for FFY 2005 by .68%.</p>	<p>Washington County Public Schools' data exceeded the State's targets for Indicators 5A, 5B and 5C.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Washington County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating continued compliance.</p>

**Washington County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator is 0%.</p>	<p>Washington County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator is 87.80%. The State's target is 100%.</p>	<p>Washington County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Washington County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator is 100%. The State's target is 100%.</p>	<p>Washington County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating 100% compliance.</p>

**Washington County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator are 65.39%. The State's target is 100%.</p>	<p>Washington County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Washington County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Washington County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Washington County Public Schools' FFY 2005 data for this indicator is 50%. The State's target is 100%.</p>	<p>Washington County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Washington County Public Schools submitted required 618 data in a timely manner.</p>	<p>Washington County Public Schools' data met the State's target of 100% for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Washington County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Washington County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>

**Washington County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Mrs. Bonnie L. Walston  
Director of Special Education  
Wicomico County Board of Education  
P.O. Box 1538  
Salisbury, Maryland 21802

Dear Mrs. Walston:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.





Mrs. Bonnie L. Walston  
January 11, 2008  
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In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Wicomico County Board of Education status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

Mrs. Bonnie L. Walston  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Wicomico County Board of Education data and identifies by indicator any additional information the Wicomico County Board of Education must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Wicomico County Board of Education provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Wicomico County Board of Education to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Thomas B. Field  
Branch/Section Chiefs  
Donna Riley

**Wicomico County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 75.41%. This was 7.83% below the State's target of 83.24%.</p>	<p>Wicomico County Public Schools' data was below the State's target. The FFY 2005 data (75.41%) shows a decrease from the previous year's graduation rate of 93.06% for students with disabilities.</p> <p>MSDE expects to receive information within the Wicomico County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 2.71%. This exceeds the State's target of 3.81% by 1.10%.</p>	<p>Wicomico County Public Schools' data exceeded the State's target for this indicator.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating continued improvement.</p>

**Wicomico County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Wicomico County Public Schools' FFY 2005 data for this indicator are 76.40%. This exceeds the State's target of 57.75% for FFY 2005 by 18.65%.</p> <p>B. Wicomico County Public Schools' FFY 2005 data for this indicator are 11.29%. This exceeds the State's target of 17.47% for FFY 2005 by 6.18%.</p> <p>C. Wicomico County Public Schools' FFY 2005 data for this indicator are 0.95%. This exceeds the State's target of 7.67% for FFY 2005 by 6.72%.</p>	<p>Wicomico County Public Schools' data exceeded the State's targets for Indicator 5A, 5B, and 5C.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Wicomico County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating continued compliance.</p>

**Wicomico County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public School's FFY 2005 data for this indicator are 0%.</p>	<p>Wicomico County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 46.09%. The State's target is 100%.</p>	<p>Wicomico County Public Schools' data did not meet the State's target of 100% for this compliance indicator.</p> <p>MSDE expects to receive information within the Wicomico County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 92.86%. The State's target is 100%.</p>	<p>Wicomico County Public Schools' data did not meet the State's target of 100% for this compliance indicator.</p> <p>MSDE expects to receive information within the Wicomico County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating 100% compliance.</p>

**Wicomico County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public Schools' FFY 2005 data for this indicator are 34.0%. The State's target is 100%.</p>	<p>Wicomico County Public Schools' data did not meet the State's target of 100% for this compliance indicator.</p> <p>MSDE expects to receive information within the Wicomico County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Wicomico County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Wicomico County Public Schools had one corrective action due in FFY 2005. Wicomico County Public Schools did not meet the State's timeline for correction within one year.</p>	<p>Wicomico County Public Schools had one area of noncompliance that was in the second year of correction in FFY 2005. Wicomico County Public Schools was unable to demonstrate correction in that time period.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Wicomico County Public Schools submitted required 618 data in a timely manner.</p>	<p>Wicomico County Public Schools' data met the State's target for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Wicomico County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Wicomico County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>



**Nancy S. Grasmick**  
**State Superintendent of Schools**

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

January 11, 2008

Mr. Glen Hammerbacher  
Supervisor of Special Education  
Worcester County Public Schools  
6270 Worcester Highway  
Newark, Maryland 21841

Dear Mr. Hammerbacher:

The Individuals with Disabilities Education Act 2004 (IDEA) focuses on each state's accountability on the State Performance Plan (SPP) indicators defined by the Office of Special Education Programs (OSEP). OSEP reviews each state's SPP and Annual Performance Report (APR) annually. Using the information obtained through review of the APR and other data sources, OSEP evaluates each state's performance on these indicators, and assigns each state to one of four levels of determination: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determinations required under the federal statute are part of the on-going efforts to improve results for children and youth with disabilities. On June 15, 2007, OSEP issued its first determination letters to each state's lead agency for Part B on the implementation of IDEA for Federal Fiscal Year (FFY) 2005, the 2005-2006 academic year. OSEP notified the Maryland State Department of Education (MSDE) that Maryland's Part B was at the level of Needs Assistance.

Pursuant to §616(a)(1)(C)(i), states are required to assign these same levels of determination annually under §616(d) to each local school system based on performance. In accordance with §616(e) of IDEA 2004, states must use one of the following four categories to assign a determination to each local school system: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

In making determinations, OSEP requires that states consider:

- Performance on compliance indicators;
- Whether data submitted by local school systems are valid, reliable, and timely;
- Uncorrected noncompliance from other sources; and
- Any audit findings.



Mr. Glen Hammerbacher  
January 11, 2008  
Page Two

In addition, states may also consider:

- Performance on performance indicators; and
- Other information.

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each public agency's performance in meeting the State's targets as defined by the SPP for Part B. Attached is a document that summarizes Statewide Indicator Results FFY 2005. The following Part B indicators are included in assigning determinations:

#### Performance Indicators

1. Graduation with a Maryland High School Diploma
2. Dropout
5. LRE for Students Ages 6-21

#### Compliance Indicators

9. Disproportionality: as a result of inappropriate identification and based on race
10. Disproportionality: as a result of inappropriate identification and based on race and disability
11. Initial Evaluation Timeline
12. Part C to Part B Transition
13. Secondary Transition
15. Timely Correction of Noncompliance
20. Timely, Valid and Reliable data (For FFY 2005, only timely reporting of the 618 data will be used. FFY 2006 will include validity and reliability)

In making the local determinations for FFY 2005, MSDE carefully considered all aspects of this process, specifically that it is new and all mechanisms for collecting and reporting data have not fully been in place. Based on available data, as well as information obtained through monitoring and complaint investigations, the Worcester County Public Schools status has been determined to be Needs Assistance.

Attached to this letter are copies of the following documents:

- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.



Mr. Glen Hammerbacher  
January 11, 2008  
Page Three

The "Part B Local Determination Table" provides an analysis of the Worcester County Public Schools data and identifies by indicator any additional information the Worcester County Public Schools must provide MSDE. Included in the FFY 2006 determinations next year will be whether or not the Worcester County Public Schools provided the additional information requested in this table. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to technical assistance and support available to your local school system.

As you know, the State must report annually to the public on the performance of each local school system on the targets in the SPP under IDEA. The public may access the MSDE IDEA performance report at <http://mdideareport.org>. The requirement for public reporting on local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. MSDE will continue to provide technical assistance opportunities as you work to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the need for guidance, we would be happy to hear from you as we work to develop further mechanisms to support local improvement activities.

The MSDE is committed to supporting the efforts of the Worcester County Public Schools to improve results for students with disabilities. If you have any questions, would like to discuss these results further, or want to request technical assistance, please do not hesitate to call Kim Lewis, Program Manager for Program Administration Support and Staff Development at 410-767-0249.

Sincerely,



Carol Ann Baglin, Ed. D.  
Assistant State Superintendent  
Division of Special Education/  
Early Intervention Services

CAB/DRR:aw

Attachments

c: Nancy S. Grasmick  
Jon Andes  
Branch/Section Chiefs  
Donna Riley

**Worcester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<b>Monitoring Priority: FAPE in the LRE</b>		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Performance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 100%. This exceeds the State's target of 83.24% by 16.76%.</p>	<p>Worcester County Public Schools' data exceeded the State's target for this indicator.</p> <p>MSDE looks forward to Worcester County Public Schools' FFY 2006 data demonstrating continued improvement.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Performance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 0.00%. This exceeds the State's target 3.81% by 3.81%.</p>	<p>Worcester County Public Schools' data exceeded the State's target for this indicator.</p> <p>MSDE looks forward to Worcester County Public Schools' FFY 2006 data demonstrating continued improvement.</p>

**Worcester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

<b>Monitoring Priorities and Indicators</b>	<b>Status</b>	<b>MSDE Analysis/Next Steps</b>
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Performance Indicator]</p>	<p>A. Worcester County Public Schools' FFY 2005 data for this indicator are 80.13%. This exceeds the State's target of 57.75% by 22.38%.</p> <p>B. Worcester County Public Schools' FFY 2005 data for this indicator are 7.67%. This exceeds the State's target of 17.47 by 9.8%.</p> <p>C. Worcester County Public Schools' FFY 2005 data for this indicator are 0.63%. This exceeds the State's target of 7.67% by 7.04%.</p>	<p>Worcester County Public Schools' data exceeded the State's target for Indicators 5A, 5B, and 5C.</p> <p>MSDE looks forward to Worcester County Public Schools' data demonstrating continued improvement.</p>
<b>Monitoring Priority: Disproportionality</b>		
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Worcester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Worcester County Public Schools' data demonstrating continued compliance.</p>

**Worcester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 0%.</p>	<p>Worcester County Public Schools' data met the State's target for this indicator.</p> <p>MSDE looks forward to Worcester County Public School's FFY 2006 data demonstrating continued compliance.</p>
<b>Monitoring Priority: Effective General Supervision</b>		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator; New]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 93.62%. The State's target is 100%.</p>	<p>Worcester County Public Schools' data did not meet the State's target of 100% for this indicator.</p> <p>MSDE expects to receive information within the Worcester County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Worcester County Public Schools' data demonstrating 100% compliance.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 100%. The State's target is 100%.</p>	<p>Worcester County Public Schools' data met the State's target of 100% for this indicator.</p> <p>MSDE looks forward to Worcester County Public Schools' data continuing to demonstrate 100% compliance.</p>

**Worcester County Public Schools  
Part B Local Determination Table  
Federal Fiscal Year (FFY 2005)  
July 1, 2005 through June 30, 2006**

Monitoring Priorities and Indicators	Status	MSDE Analysis/Next Steps
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>Worcester County Public Schools' FFY 2005 data for this indicator are 96.05%. The State's target is 100%.</p>	<p>Worcester County Public Schools' data met substantial compliance (&gt;95%) for this indicator.</p> <p>MSDE expects to receive information within the Worcester County Public Schools' FFY 2006 <i>Self-Assessment</i> to address this indicator for students with disabilities.</p> <p>MSDE looks forward to Worcester County Public Schools' data demonstrating 100% compliance.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>Worcester County Public Schools had one corrective action due in FFY 2005. Worcester County Public Schools did not meet the State's timeline for correction within one year.</p>	<p>Worcester County Public Schools had one area of noncompliance that was in the second year of correction in FFY 2005. Worcester County Public Schools was unable to demonstrate correction in that time period.</p> <p>MSDE expects all identified noncompliance to be corrected as soon as possible but in no case later than one year.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Performance Indicator]</p>	<p>Worcester County Public Schools submitted required 618 data in a timely manner.</p>	<p>Worcester County Public Schools' data met the State's target for the timely submission of required 618 data and other data requirements for FFY 2005.</p> <p>Please be advised that for FFY 2006, the requirement will include documentation of the submission of both timely and accurate data for all indicators.</p> <p>Worcester County Public Schools must review its policies, procedures, and practices and revise them, if appropriate, to ensure that the Worcester County Public Schools will be able to provide timely and accurate data in FFY 2006.</p>